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ABSTRACT

Information gathered from questionnaires, interviews, and on-site visitation is presented for 50 representative program sites in the United States at which work education projects are in operation. A summary of each program's history, organization, goals, student and faculty composition, work environment, and mode of operation is provided. Each report also discusses the successes and problems of the program and methods used to deal with them, unusual features of the program or of the way it operates, and impressions of staff members who visited each site. Tables of pertinent data are included for each project. (Additional information on work education programs can be found in the forthcoming USOE publication, "A Directory of Representative Work Education Programs.") (SC)

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CASE STUDIES OF FIFTY REPRESENTATIVE WORK EDUCATION PROGRAMS

STEVEN M. FRANKEL, Ed.D
EMILY H. ALLISON
CLEONE L. GEDDES

14 SEPTEMBER 1973

TM-5195/000/00

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LIST OF PROJECT PUBLICATIONS

Banta, Trudy, Steven Frankel, Sylva Bowlby, and Cleone Geddes. A Topical Bibliography of Work Education Programs, Projects and Procedures. System Development Corporation, Santa Monica, Ca., 1973, 124 p. (Technical Memorandum-5086/000/00)

Cohen, Alan, and Steven Frankel. Data Analysis Report, An Assessment of School-Supervised Work Education Programs. System Development Corporation, Santa Monica, Ca., 1973, 270 p. (Technical Memorandum-5195/001/00)

Frankel, Steven. Executive Summary, An Assessment of School-Supervised Work Education Programs. System Development Corporation, Santa Monica, Ca., 1973, 19 p. (Technical Memorandum-5195/003/00)

Frankel, Steven, and Alan Cohen. Selection Procedures Report. System Development Corporation, Santa Monica, Ca., 1973, 27 p. (Technical Memorandum-5061/000/00)

Frankel, Steven, Emily Allison, and Cleone Geddes. Case Studies of Fifty Representative Work Education Programs. System Development Corporation, Santa Monica, Ca., 1973, 338 p. (Technical Memorandum-5195/000/00)

Frankel, Steven, Alan Cohen, and Mary Ann Millsap. A Directory of Representative Work Education Programs. To be published by the Government Printing Office for the U.S. Office of Education in Fall 1973, 327 p.

Frankel, Steven, Cleone Geddes, and Emily Allison. Replication Handbook, An Assessment of School-Supervised Work Education Programs. System Development Corporation, Santa Monica, Ca., 1973, 140 p. (Technical Memorandum-5195/002/00)

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INTRODUCTION

The Work Education Evaluation Project had as its central thrust the collection of information at 50 representative program sites at which work education projects were operating. The method used to select these programs, the forms used to collect specific information, and the results of analysing the data are all fully described in other project reports (Replication Handbook, SDC TM-5195/002/00 and Data Analysis Report, An Assessment of School-Supervised Work Education Programs, SDC TM-5195/001/00) and in the appendices at the end of this volume (Appendix A, "Selection Procedures Report" and Appendix B, "Student Sampling Procedures") and will not be repeated at this time. Rather, this publication is concerned with providing interested readers with a summary of what was found at each site pertaining to each program's history, organization, goals, student and faculty composition, work environment, and mode of operation. Each report, or case study as we have called it, also has sections which discuss the different types of success which have been enjoyed by each program, unusual features inherent in the program or in the way it operates, problems faced by the program and the methods by which staff members are attempting to alleviate these difficulties, and miscellaneous impressions formed by the staff members who visited each site.

It should be emphasized that because of the amount of time that project personnel were at each site, each case study should be viewed more as an overview than as a definitive statement of every aspect of a program's operation. Most of these programs were visited by a team of two project researchers who stayed at each site for 2 days. Where circumstances made it advisable, visits were extended for longer periods, additional researchers were assigned to a site, or repeat visits were made.

The information contained in each case study was obtained from many different sources. Much of it came directly from the questionnaires which were administered at each site by the project researchers. Some of it came from comments made to the researchers by subjects who were completing the questionnaires and either took the opportunity to volunteer additional information or were asked additional questions by the interviewer when a response to a structured question appeared to open the door to further questions. Another source of valuable information was informal conversations with many different persons at each project site or in the neighboring area. Often friendly conversations resulted in project researchers being told anecdotes or opinions which, after being discussed with program personnel, resulted in a much clearer picture of unofficial modes of operations and problems being faced by the project. Finally, still another source of information was the shared perceptions of the project researchers who visited each site. The researchers were on the road almost continuously for 7 weeks in February and March, 1973, and during this time the average team visited 13 projects. They could not help comparing these projects with one another and trading information pertaining to different modes of operation with individuals from other project teams. In the course of these interactions many of their impressions of each site were brought to the surface and discussed with other staff members who had visited the same site or other sites attempting to serve similar populations. When the recitation and discussion of these impressions showed that a particular aspect of a program was worthy of note, this feature was included in the case study in the last section, Observer Impressions. This section was also used by persons visiting each location to reiterate information and impressions which they felt to be crucial to understanding what is being done at each program site.

It is hoped that these summaries will be used by persons involved in different facets of education as a source of information relating to program organization, innovative modes of operation, problem solutions, etc. Additional information on these programs and on the work education programs which participated in this study but were not included in the final sample can be found in the forthcoming USOE publication, A Directory of Representative Work Education Programs. For a summary of the findings of the overall study, refer to the Data Analysis Report.*

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*Cohen, Alan, Steven Frankel. Data Analysis Report, An Assessment of School-Supervised Work Education Programs. System Development Corporation, Santa Monica, Ca., 1973. 270 p. (Technical Memorandum-5195/001/00).

TECHNICAL INFORMATION

I. OPERATIONAL DEFINITIONS

At the beginning of the study the project staff found it necessary to develop a series of operational definitions describing terms pertaining to work education. These definitions are listed below:

Work Education Programs: This umbrella term describes a variety of arrangements whereby students are involved in the real work environment. It includes the cooperative student who is being paid for his services, the work study student who is receiving financial support to continue his studies, and the clinical student who is learning skills in an on-the-job environment. For the purposes of this study, programs in which most of the students are being paid (with a few exceptions mostly clinical programs in the health occupations field in which students may or may not be paid) were included in this study.

School-Supervised Work Education Program: A work education program where:

- The school determines the specific objectives of the program and is responsible for determining the degree to which these objectives are being met.
- The school directs the learning or real work experiences (work-study programs which do not meet this constraint will still be included).
- All participants are currently enrolled students in the educational institution which is operating the program.

Program Site: An entity within a single school which is structured to meet a single type of program intent (either training for a specific career cluster, career exploration/familiarization, or dropout prevention) and which, in most cases, operates within a single occupational cluster. In the case of career exploration/familiarization programs and programs aimed at dropout prevention, a group of diversified work experiences may be substituted for the single occupational cluster requirement.

II. SITE AND STUDENT SAMPLING PROCEDURES

The 50 programs were selected through a screening process that insured a maximum amount of diversity among the work education programs included in the study. This process started with a literature search aimed at providing the project with the information needed to develop a typology of work education programs. Next, letters were sent to Chief State School Officers, State Directors of Secondary Vocational Education, State Directors of Community Colleges, Education Directors of the State Chambers of Commerce, the Presidents and Executive Secretaries of the State Advisory Committees for Vocational Education, Superintendents of Education in the Great Cities and consultants of national repute. The letters asked these people to recommend programs which they felt were representative of the better work education programs of different types with which they were acquainted. Names of more than 1,000 programs were submitted to the project staff. Once these nominations were received, the director of each program was sent a letter describing the study and was asked to complete a two-page questionnaire to provide information which could be used as a basis for determining the 50 programs around which case studies would be developed. Over 600 questionnaires were returned of which 550 met the requirements of the study (i.e., being in existence for at least 1 year and having a work-for-pay component). Data from the questionnaires were coded and inserted into a computer data base. With a preliminary typology in mind, the data were sorted and several different classification schemas were examined.

Ultimately, the typology was constructed around three primary factors chosen in order to maximize the diversity between programs: Educational level, primary purpose of program (training in specific occupational area, career exploration, dropout prevention, etc.) and industrial setting of the community in which the program operates (rural, urban, etc). The programs were sorted according to these factors, placed in appropriate cells, and then a random sample was taken from each cell in order to select the final set of 50 programs. For a more technical explanation of the sampling procedures, refer to Appendix A.

Another sampling procedure was used to select students within these programs to be included in the study. These students were labeled participating students when they were actively involved in the program being studied; and nonparticipating students when they were students at the same school not enrolled in the program being studied, but with personal characteristics closely resembling those of the participating students from the program being studied. A complete description of the procedure by which students were selected is contained in Appendix B.

Where a selected program was large and included many different training areas and/or training locations, a segment of the program small enough to be studied in depth was selected for inclusion in the study. This segment was then treated as an independent unit and nearly all of the project team's efforts were devoted to studying this segment. Program segments were selected partly from program directors' recommendations and partly from the project's desire to keep maximum diversity between programs. For this reason, the final set of program segments has practically no duplications.

III. CHARTS

The charts included with each case study are a histographic representation of some of the quantitative data gathered at each site by interviews with participating and nonparticipating students, and participating employers. In addition to providing comparisons between participating and nonparticipating students at each site, the charts allow for comparisons between participating students at a particular site and the mean or average for all participating students from all programs in the study at either the secondary or postsecondary school level (whichever is appropriate). At the bottom of each chart page, each program is situated in the selection typology (see Appendix A) according to the educational level of the students, the primary purpose of the program, and the industrial environment of the program. Opposite the typology, the number of participating and nonparticipating students interviewed to obtain the quantitative information is shown.* The larger the numbers in these spaces, the more reliance can be placed on the information being truly descriptive of conditions at that particular site. It should be noted that in analyzing the nonparticipating student data it quickly became apparent that there were two distinct types of nonparticipating students: Those who were working in jobs they had found themselves or had worked in such jobs during the past year, and those who had not worked in the past year. It was found that the working nonparticipating students made an excellent comparison group for the participating students while the nonworking, nonparticipating students did not. Therefore, in the data analysis the nonparticipating student group was narrowed down to include only students who were working or had worked during the past 12 months. This in turn made it possible to show on the charts comparisons between participating and nonparticipating students at each site on such matters as salary, job satisfaction, job responsibility and school satisfaction. It should also be noted that in several instances (Yuba City, California; Chicago, Illinois; Dover and New Castle, Delaware) an extremely small number (two to four) of nonparticipating students were left for purposes of the statistical analysis and hence the figures for these sites should be viewed with caution.

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*The numbers indicated on the charts for participating students and the numbers for student enrollment indicated in the case studies for each program may differ because the number of participating students on the chart included only those who were interviewed at each site and this may or may not have included all students enrolled in the program. For an explanation of the student sampling procedures, see Appendix B.

The job satisfaction ratings were developed from 16 items (see Appendix C) on the student questionnaire such as "Does your boss tell you when you do a good job?" and "Would you do this job as a volunteer?", which are related to the student's satisfaction with his job. Each student's responses to these items were combined into a single score computed as the percent of his total responses that indicated satisfaction on a scale of 1 to 100 percent. The job responsibility score combined 11 items (see Appendix C) relating to student attitudes toward his job and job characteristics such as "Do you decide how things are done on your job?" and "Do you sometimes take over for an adult who isn't there?" For each site, the chart shows the average of all individual student scores at that site. To obtain the measure of school satisfaction, students were asked how they felt about school after joining the program (i.e. if they liked school better, worse or the same since joining the program). The score for each site in the study represented the percentage of students who liked school better after joining the program. For the item relating to change in satisfaction with school since joining the program, the nonparticipating students were asked a corresponding question about whether they liked school better since they got their job.

Employer ratings were derived by asking employers interviewed for the study to rate participating students who were working for them on a 20 (very poor) to 100 (outstanding) scale. Such ratings are available only for participating students since no effort was made to contact employers of nonparticipating students. Unfortunately, at several sites, it was impossible to get employer ratings of participating students since the set of students included in the study did not coincide with the set of students working for the employers being interviewed.

Most of the labels on the charts are self-explanatory but some require brief definitions. Percent White Students, Percent Black Students, Percent Students of Spanish Descent, and Percent Other Students refer to the ethnic breakdowns at each site. Percent Students of Spanish Descent includes students of Puerto Rican, Cuban, Mexican, Central American or South American descent. Percent Other includes Orientals, American Indians, native Hawaiians and Alaskan Eskimos. Average Job Responsibility, Average Job Satisfaction, and Average School Satisfaction refer to the composite rating scores discussed above.

The symbol ○ means that the score or rating for a particular item is zero (e.g., no Blacks at Nome, Alaska site). The symbol ● means that information for a particular item is not available (e.g., average employer ratings for nonparticipating students are never available).

IV. CASE STUDIES

The case studies which describe each program's overall characteristics, are organized into 10 sections as explained below:

- OVERVIEW - Provides a short description of the program outlining its origin, location and sociological setting (community and business environment).

- PROGRAM ORGANIZATION - Details the primary objectives or the program's purpose (whether the program is a dropout prevention program, a career exploration program or a program which offers training in specific occupational areas), the use of an advisory committee and the sources of program funding (usually indicating whether monies come from Federal, State or local agencies, the parent institution, industry, labor unions, student fees or other miscellaneous sources).

- ORGANIZATIONAL SUPERSTRUCTURE - Presents an outline of the overall administrative and organizational structure of the program (e.g. whether or not the program is one of a kind, autonomous, under the direction of the principal or one of several programs in a district administered from the district level). Included are the program's personnel (the number of coordinators, directors, teachers and counselors), names of other programs in the school, and any working relationships with community (or statewide) organizations and agencies. An example of such a relationship is the Yuba City College Correctional Science Program which works closely, receiving referrals, etc. from the Probation Department, the Department of Rehabilitation and the Department of Human Resources. This program also involves the Federal Probation Department in Sacramento and a school psychologist.

- ROLE OF COORDINATOR AND OTHER STAFF MEMBERS - Includes specific duties and the amount of time coordinators and staff members devote to the program.

- STUDENT COMPOSITION - Indicates the number of students in the program, ethnic breakdown and general student characteristics (socioeconomic class, personalities and academic standing in school).

- PROGRAM CHARACTERISTICS - Indicates how students are recruited, what the student eligibility requirements and prerequisites are (if any), whether or not students receive job-related curriculum in the school as part of their training in the program, who is responsible for counseling (whether counseling is provided informally or formally on an ongoing basis), how training jobs are located and students are placed in jobs (if students apply directly to companies as regular applicants or if the program locates and places students in jobs), and what the followup procedures are (if any) to evaluate the job success of former students. In some cases, because of unavailable information on a followup program at a particular site or where a followup program was nonexistent, other information may be included on students who have left the program for reasons other than graduation (i.e., transferred to another program and/or to different schools, or dropped out of school).

- WORK ENVIRONMENT - Lists the types of training jobs in which students are placed and the training procedures (i.e., how and what methods employers use to train students including how students are oriented to their jobs and the length of time allowed for actual student training). Also included in this section are a description of the types of employers or businesses and student salaries and/or other benefits.

- SUCCESS AND/OR UNUSUAL FEATURES - Includes the success experienced by each program (in most cases reported by coordinators) and any unusual program features, where this information was available. For example, the Distributive Education Program in Columbus, Kansas, received the "Outstanding Student of the Year" award and earned eight trophies at a distributive education State conference in Kansas City.

- PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS - Includes problems related to the program (in most cases problems cited by coordinators, employers or students connected with the program) and/or any suggestions for improvement.

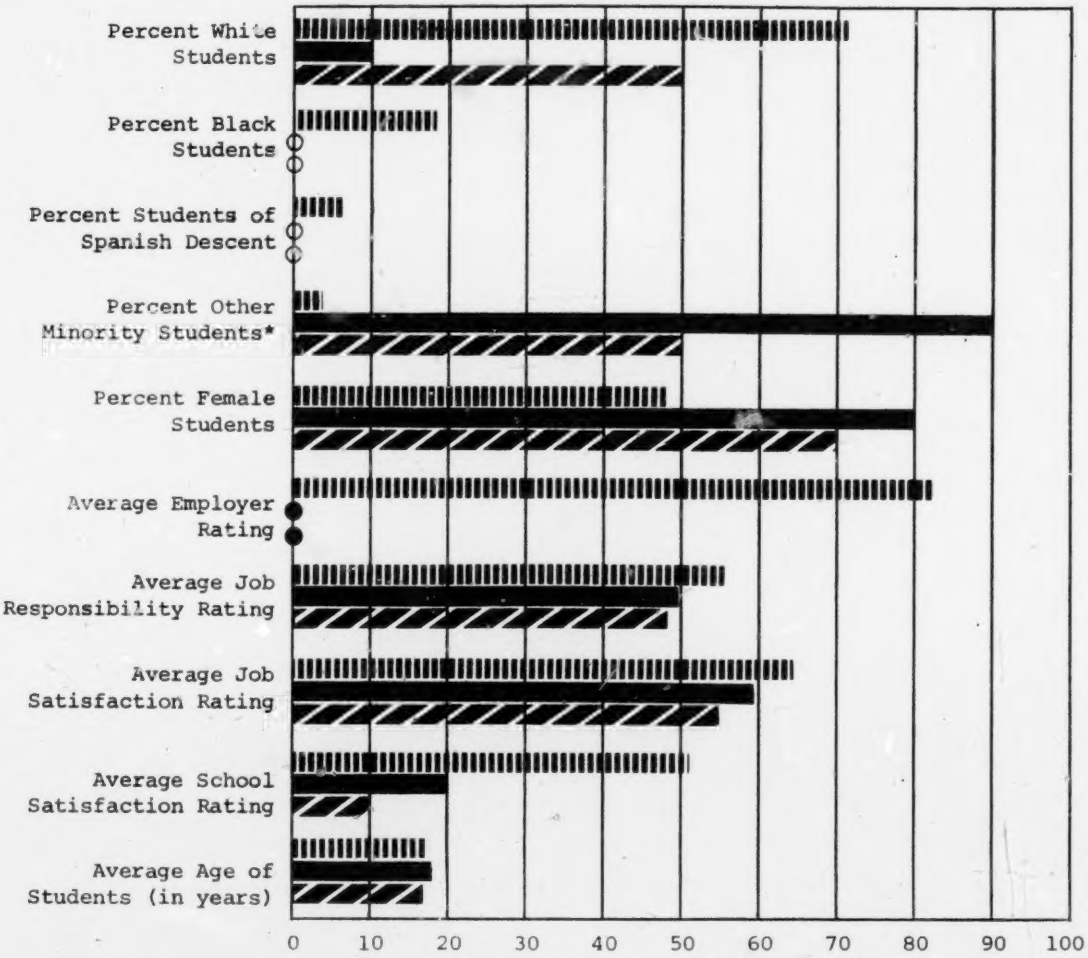
- OBSERVER IMPRESSIONS - Includes noteworthy anecdotal comments by the coordinator, director, student or employers and the interviewer's overall impressions for that site.

WORK EDUCATION

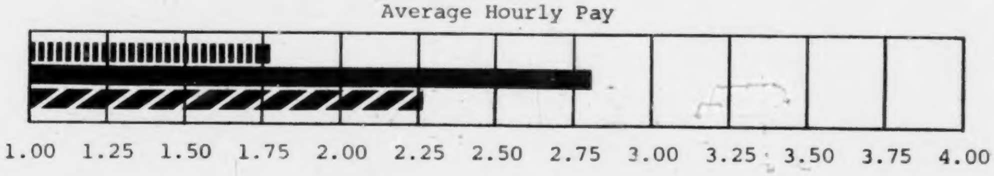
CASE STUDIES

NOME, ALASKA

RURAL STUDENT VOCATIONAL PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	10 Nonparticipating Students
Primary Purpose:	Career Exploration	10 Participating Students
Industrial Setting:	Single Industry Area	

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

NOME, ALASKA

RURAL STUDENT VOCATIONAL PROGRAM

I. OVERVIEW

Most of the students at the Nome-Beltz Regional High School are Eskimo youngsters who live in dormitories at the school and return to their native villages only at vacation time. While Nome is the largest city in western Alaska (population 3,000) and is usually the largest city that the Eskimo students have ever seen, it is still a frontier type town consisting largely of a year-round hotel/restaurant, an airport and military base, a single movie theater (with no others within commuting distance), a library, a few grocery stores, several stores selling native artifacts and tourist souvenirs, and about half a dozen bars. Only part of the town is on a sewer system, and little is available in the way of organized entertainment or cultural events.

By attending the State operated elementary schools located in the Eskimo villages and regional high schools such as the one in Nome, Eskimo children are receiving an education at least equal to that provided anywhere in the United States. As a matter of fact, students sampled at this school appeared to be better readers than those at any other site visited by the interview team. (The other sites included urban and rural schools in California, Washington, Oregon, and Hawaii.) However, it is in the last year of high school that problems arise for many of these students; for it is at this point that they must decide whether to return to their villages, remain in Nome, or move to a larger city to either work or attend college. Since there are few employment opportunities and no opportunities for a higher education either in Nome or in the villages, many of the students are faced with the problem of electing to uproot themselves and move to more cosmopolitan areas without ever having seen a city larger than Nome.

The Rural Student Vocational Program at Nome-Beltz High School came into being in 1969, when a secretarial training teacher wrote letters to educators throughout the State asking for support in developing a program capable of providing work experience in an urban setting for students at Nome-Beltz High School. The plan was to locate work stations in Anchorage (500 miles away) and fly the students there to live and work. During November and March of 1969, 16 students were given the opportunity to go to Anchorage and receive 4 weeks of on-the-job training and employment. The students manned regular positions, worked a regular work week, and were given no special considerations over other company employees. They lived in private homes, often those of employers at the company in which they worked. These accommodations were either donated or the students paid a nominal amount out of their earnings. The companies' evaluations of the students after completion of their assignments showed that all students ranked equal to or better than the regular beginning employees. The State has now instituted this program in other cities on a 2-week basis. Nome continues to use a 4-week cycle, and they are considering making the employment cycle longer and locating some work sites outside of Alaska entirely.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The main program objective is to provide meaningful work experiences in an urban setting for students accustomed to living in a small town or village. More specific objectives are for students to experience living in a metropolis; commuting to work; living with non-Eskimo families; working on a full-time job; and taking care of their own expenses.

B. Use of Advisory Committee: The advisory committee is made up of school board members only. They meet twice a year to discuss program operations.

C. Sources of Funding: Funding for the program comes from the Vocational Education Act, Part G, and from the State of Alaska.

III. ORGANIZATIONAL SUPERSTRUCTURE

The two teacher/coordinators for the program report to the principal of the school. Half of their time is spent working on the program. This time includes travel to Anchorage to develop new work stations. The rest of their time is spent teaching regular classes. The distributive education portion of the program maintains a student store which helps to finance the program. Other schools in the State have begun similar programs, in which work stations are located in Fairbanks and Juneau.

The high school is very large and modern and is located just outside of Nome. It has approximately 400 students. Students from outlying villages live in dormitories located on the campus.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The teacher/coordinators select the students, develop work stations, arrange for housing and travel, and coordinate the students' activities. They also have a regular teaching and counseling load.

V. STUDENT COMPOSITION

There are 30 students enrolled in the program. Of the 10 students interviewed (the average age being 18), only one was White, the rest were native (Eskimo). The students themselves appeared very bright and mature. They came from poor families and villages but seemed as well adjusted as any other high schoolers. They were eager to learn of "happenings" in the outside world, and nearly all planned to leave Nome as soon as they were able.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: A vocational assembly is organized and presented to the student body in an effort to advertise and recruit students for the program.

B. Student Eligibility Requirements: The requirements listed for students include: Above average work ability, a positive attitude toward the world of work, prerequisite skills in business math and typing, completion of 10th grade, and enrollment in either the Distributive Education or Office Occupations Programs.

C. Job-related Curriculum: All students in the program take formal coursework in their occupational area.

D. Counseling: The teacher/coordinators attempt to counsel students on an informal basis.

E. Placement: Students are expected to help locate full-time jobs while living in Anchorage. Some have been hired by their employers. Little support from the school is available.

F. Followup: Attempts are made to keep track of students once they have finished school. Some success has been reported. Methods are being sought to refine the followup process.

VII. WORK ENVIRONMENT

A. Types of Jobs: The students are in the area of office occupations (clerical) and retail sales.

B. Training Procedures: Students are trained at their work stations by varying methods, depending upon the place of business. Students say they are treated no differently from other employees. Orientation or training procedures are generally informal, taking from 1 hour to 1 day.

C. Employers: Participating employers include retail stores, a computer manufacturer, and an audio-video equipment rental concern. All were highly enthusiastic about the students and the program.

D. Salaries and Other Benefits: The students receive the same starting salaries as other new employees at the various work stations. Wages range from $2.35 to $3.05 per hour. The students travel from home to Anchorage at no cost to them. They also receive a $25 maintenance allowance for incidentals.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program is unusual in that it has to fly students to the work stations; and for most students it is their first trip to a large city. The success of this program is evident by the growing support it has received from the business community in Anchorage and the number of students now interested in joining. Also, the dropout rate before the program started was very high. It has been cut dramatically, and some students indicated they are interested in school for the first time.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Developing program objectives and a valid followup method were among the problems reported. A more serious problem area revolves around locating boarding situations in Anchorage with families willing to provide the students with a warm environment and opportunities to explore Anchorage and the neighboring area. Several students and adults reported that students at Nome and other regional high schools often bring drugs or alcohol into the dorms, or start fights, in order to get themselves expelled so that they can then return home to their villages and families. This is a school problem, however, rather than a reflection of the program under study. The employers reported no problems.

X. OBSERVER IMPRESSIONS

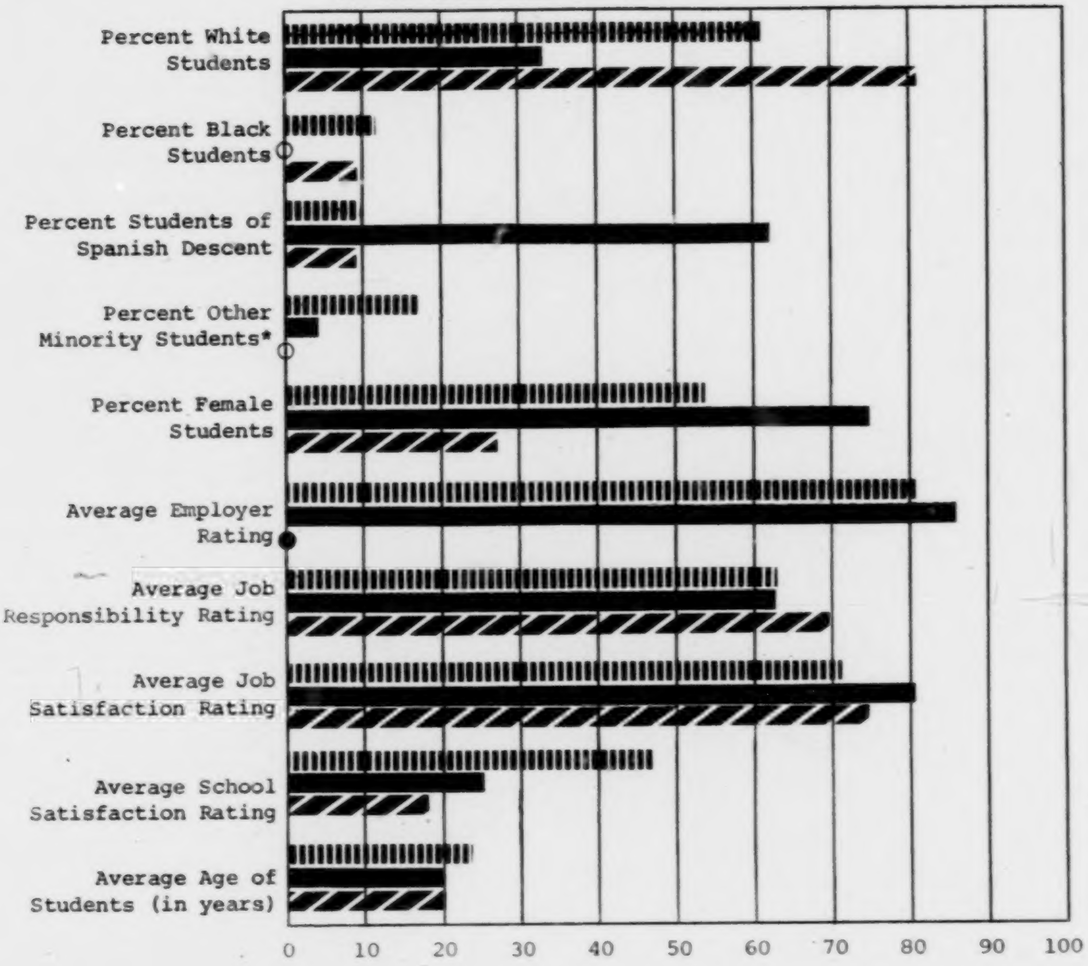
This program is extremely innovative and successful, and its design should be seriously considered by other schools in isolated localities. In addition to meeting its own objectives, it is also doing much to add interest to the school program and encourage homesick or nondirected youngsters to stay in school rather than dropping out or forcing the school to expell them.

Nearly all of the instructors at the site were White. However, most of the usual problems associated with this unbalanced situation did not appear to be evident. The teacher/coordinators were very proud of the work they were engaged in and spoke warmly of the area and the students.

However, without question, the program should be extended to involve longer work assignments and should involve nearly all the students at the school. Ideally, all students at the school should participate in this type of program for at least one semester as a regular part of their coursework. Also, work locations outside of Alaska should be considered with part- or full-time coordinators living in each city where students would be sent.

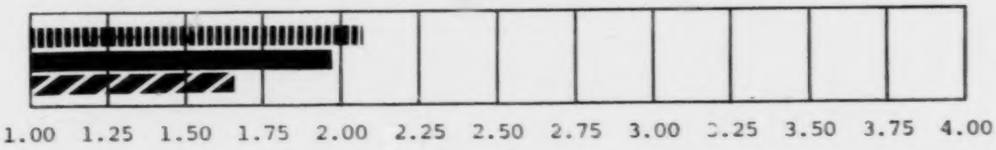
DOUGLAS, ARIZONA

COOPERATIVE EDUCATION (DIVERSIFIED) PROGRAM: BUSINESS AND OFFICE OCCUPATIONS SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Avera Hourly Pay



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Single Industry Area

Sample Size

11 Nonparticipating Students
24 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

COOPERATIVE EDUCATION (DIVERSIFIED) PROGRAM: BUSINESS AND OFFICE OCCUPATIONS SEGMENT

I. OVERVIEW

This Cooperative Education (Diversified) Program operates at Cochise Community College, which is located 10 miles outside Douglas, Arizona. The town of Douglas is right on the Mexican border, and the population is predominantly Mexican American. The area is isolated and desert-like, and the economy is heavily dependent on a large copper smelter. Sulfer smoke, which pours out 24 hours a day from two stacks is blamed for destroying many crops and causing illnesses from breathing the sulfur-laden air. The smelter received an award as the worst polluter in the area 2 years ago from the student body president of Cochise College. As a direct result of this award, the program cannot place any students in the smelter.

The Cooperative Education (Diversified) Program was started in late 1970 and was directed by one person. This teacher/coordinator set up a working plan of operation, developed training stations and an advisory committee, and gained community support. Because of current problems (noted in this report), the program is not presently operating at full effectiveness.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary purpose of the program is to train students for work in selected occupational areas. More specifically, the objectives are: to enable the student to become better acquainted with his job and his employer; to enable the student to analyze his work environment and cultivate the habit of close observation; and to increase the student's usefulness and the value of his experience.

B. Use of Advisory Committee: There is an advisory committee consisting of the county coordinator for vocational education, Phelps-Dodge Reduction Work, a supervisor of an electronics company, the county hospital business manager, the Page Aircraft general manager, the dean of occupational education, the State director of cooperative education, the Bisbee city manager, and an Arizona Employment Service interviewer.

All advisory groups on the college campus are controlled through one office, and no meetings have been called in the last 3 years.

C. Sources of Funding: The school's program is funded by the State and Federal Governments (1968 Amendment to Vocational Education Act, Part G, Higher Education Act, P.L. 89-329, [as amended], Title IV Part D P.L. 90-575).

III. ORGANIZATIONAL SUPERSTRUCTURE

The head coordinator supervises, directs, and coordinates the program. He reports to the dean of occupational programs. Three teacher coordinators report to the head coordinator.

The program has a working rapport with the local high school distributive education program and communicates with other colleges inside and outside the State concerning work education.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The established roles of the coordinators are to teach, guide, and counsel the work education students. Different classes are taught by the three coordinators. The head coordinator's additional responsibility is to supervise, direct, and coordinate the program.

V. STUDENT COMPOSITION

There are 216 students enrolled in the total program. The Cochise Community College student body consists of approximately 40 percent Mexican-American students, whereas the town of Douglas is made up of 70 percent Mexican Americans. The community as a whole is very poor, and the student body is socioeconomically disadvantaged. Very few of the graduates go on to 4-year schools. The majority either leave the area of get married.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The program is advertised through the college media, posted information, the school paper, and by word-of-mouth.

B. Student Eligibility Requirements: To enter the program, students must be at least second-semester freshmen with C averages and obtain approval from the cooperative education office. Students with less than C averages are considered on a probationary basis.

C. Job-related Curriculum: There are job-related business classes taught in the program. These classes are conducted through lectures and seminars.

D. Counseling: The coordinators provide counseling. There is an open schedule, which allows students to talk to the coordinators as the need arises.

E. Placement: The Cooperative Education (Diversified) Program attempts to send at least three applicants for each job interview. Employers select the best qualified students. Jobs are very limited in the town because of economic conditions. The program does not conduct any placement activities for students completing the program.

F. Followup: There is no followup procedure in the program.

VII. WORK ENVIRONMENT

A. Types of Jobs: The types of jobs held by students in the program are: clerk (retail stores), assistant manager, secretary, student aide, clerk typist, desk clerk at motel, receptionist, telephone operators, pharmacy clerk, and librarian.

B. Training Procedures: Training is carried out by the employers. Students are placed with experienced employers and work under these people until their skill level is such that close supervision is not needed.

C. Employers: A wide range of employers participate in the program. They represent retail stores (Safeway and Sears), hospitals, and a shirt manufacturing company. As mentioned earlier, the largest single potential employer, upon whom the town is dependent, was alienated 2 years ago and will not accept students.

D. Salaries and Other Benefits: The general starting wage for nearly all of the jobs was $1.60 per hour. Usual benefits afforded workers were granted.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

Excellent training stations and rapport with the community were established at the start of the program.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The program has placement problems on occasion because of the high school cooperative program which is older and better established and accepted in the community. The high school cooperative students usually receive priority over the college students when the number of available slots is limited.

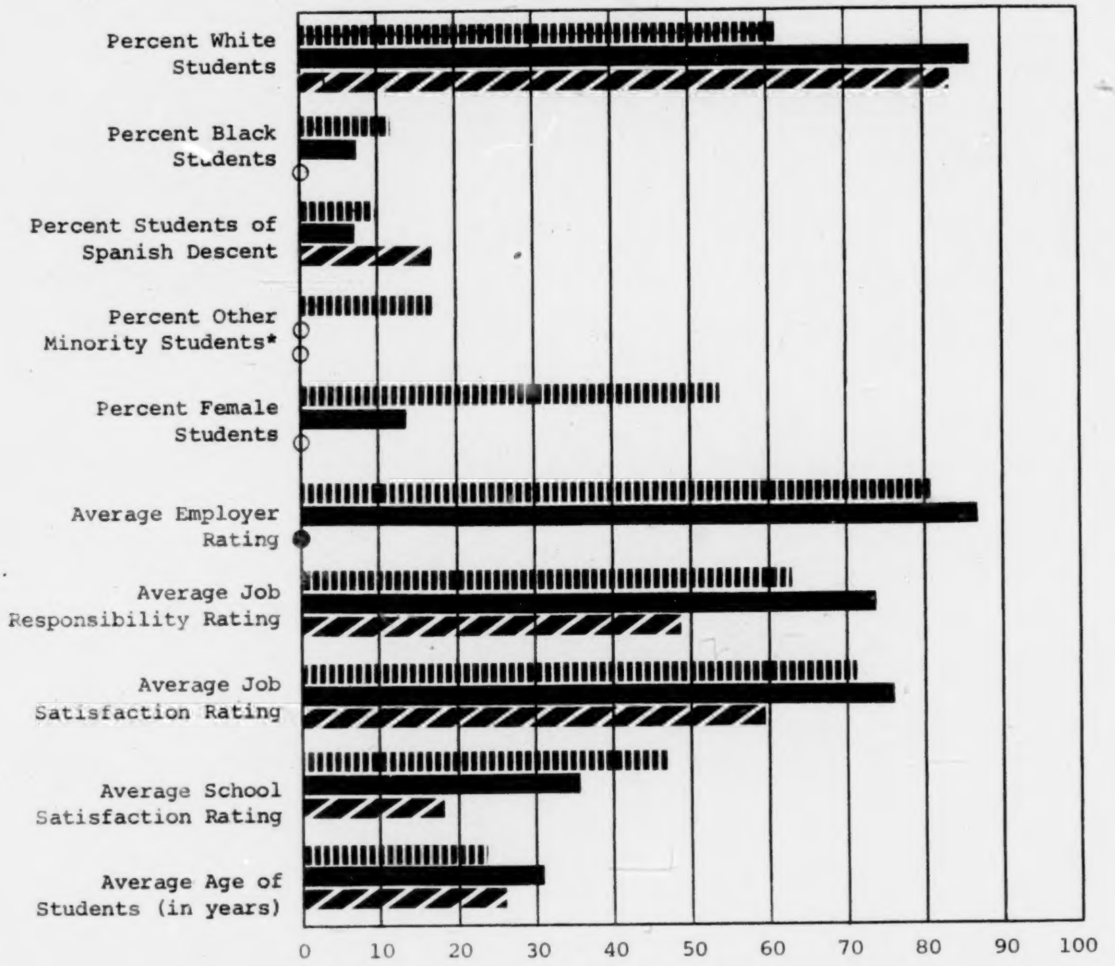
X. OBSERVER IMPRESSIONS

The head coordinator reported that one of the more significant factors undermining the Douglas program was the apparent lack of support shown by the college administration. He stated that he has very little, if any, control over the hiring and firing of his coordinators. While on vacation, he was asked his opinion concerning an applicant for the vacant slot of coordinator. He deemed the applicant unqualified because he has no college degree (less than 2 years), and a lack of suitable references. Upon his return he found the position filled by this individual.

The fact that there is a possibility of the smelter moving to richer ore deposits, which may cause over half the town's population to be uprooted, does not help the town or the project's situation.

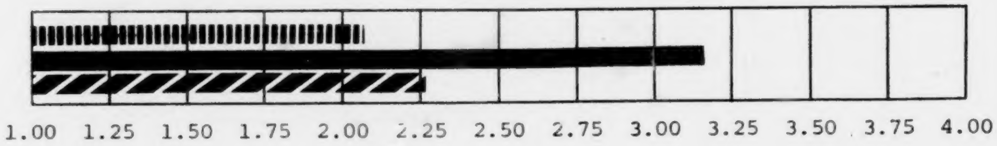
PHOENIX, ARIZONA

MARICOPA TECHNICAL COLLEGE INNOVATIVE COOPERATIVE PROGRAM: DRAFTING AND DESIGN SEGMENTS



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Postsecondary	12 Nonparticipating Students
Primary Purpose:	Specific Occupational Training	14 Participating Students
Industrial Setting:	Major Industrial Center	

▥	Mean of all participating postsecondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

MARICOPA TECHNICAL COLLEGE INNOVATIVE COOPERATIVE PROGRAM: DRAFTING AND DESIGN SEGMENT

I. OVERVIEW

Maricopa Technical College (MTC) is housed in an old department store in the downtown area of Phoenix. The Drafting and Design Segment of the Innovative Cooperative Program was started 5 years ago along with other work education programs. The school has experienced nearly 200 percent growth in student enrollment during this time.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective is to train students for work in drafting and design. Other objectives include providing students with the opportunity to apply and further develop skills previously learned in the classroom; helping students make a smooth transition from a formal educational setting to an actual work environment; and making the students' classroom experiences relevant to the world of work.

B. Use of Advisory Committee: The program has an active advisory committee, made up of members of the business community, that reviews the program to see that the curricula include the most up-to-date procedures as used in industry.

C. Sources of Funding: Funding for the program is provided by the Federal Vocational Education Act of 1968, Part G.

III. ORGANIZATIONAL SUPERSTRUCTURE

The program is staffed by two teacher/coordinators. The chairman of the technology division, under which this program operates, is responsible for the leadership necessary to integrate this drafting program into the overall activities of the college. There is no one coordinator for all the cooperative programs within MTC, and communication between the drafting program and the other cooperative programs in the college is lacking. The present administrator for cooperative programs is at the district level and therefore unable to closely coordinate the activities of all the programs within MTC.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The two teacher/coordinators are responsible for designing the program, coordinating the drafting program with available work, and organizing student activities. Additionally, they are responsible for job slot placement of students.

V. STUDENT COMPOSITION

The 28 students enrolled in this program are generally older than the average college student, and most are married men. They work in jobs where skills mastery is their basic objective. The students come from a variety of socioeconomic and ethnic backgrounds. With the exception of special arrangements for two deaf students (communicating with them and transmitting lecture material to them in sign language), no special provisions are made for physically handicapped students.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The program is announced in the MTC catalog.

B. Student Eligibility Requirements: Any student having completed one semester (or at least six college credits) is eligible to enroll in this program. Older students with previous experience in the drafting field can enroll without having met the minimum educational requirement.

C. Job-related Curriculum: The Innovative Cooperative Program is designed to relate to the students' career objectives and to teach them skills which will allow them to find permanent after college employment.

D. Counseling: Weekly contact between the teacher/coordinators and each student is encouraged. During these meetings students are counseled regarding their work experiences and educational programs.

E. Placement: Placement for the drafting program is handled on an informal basis; personal contact, visits by the teacher/coordinators to job sites, phone calls, etc., are used to provide what seems to be quite adequate placement.

F. Followup: There is no formal followup procedure for evaluating the job success of former students. However, while students are in the program, constant progress reports on their work activities (via telephone calls, personal visits to work areas, etc.) are given to the teacher/coordinators by the employers.

VII. WORK ENVIRONMENT

A. Types of Jobs: All jobs are in drafting. Usually the students are given easier jobs until they develop the skills to handle harder, more complex work.

B. Training Procedures: Training procedures vary from employer to employer. In most cases the training consists of assistance from the other employees.

C. Employers: Students in this program work for firms of all types and sizes. Employers range from large aerospace firms to small one-owner drafting shops.

D. Salaries and Other Benefits: The companies' regular salaries and benefits are offered to student workers. Wages range from $1.25 to $3 per hour, depending on the level of the tasks being performed.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The apparent success of the Drafting and Design Segment of the Innovative Cooperative Program at MTC may be attributed to a number of factors: The two coordinators had many years of work experience in drafting; both teacher/coordinators are active in community affairs and organizations. For example, they belong to the Lions Club and are involved in a community basketball team. Thus, the younger members of the community and others have an opportunity to meet the coordinators and learn of the program; and the fact that since some former students are currently employed and are designing major community buildings, their success facilitates employer participation.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Because of the limited formal academic training of the teacher/coordinators, there appeared to be a rift between them and the academic instructors at the college. At the time of the site visit, however, this did not seem to be an important factor affecting the program. Present worries are over the lack of coordination between the district and school administrators. Varying directives come from the two, and the program is often caught in the middle.

X. OBSERVER IMPRESSIONS

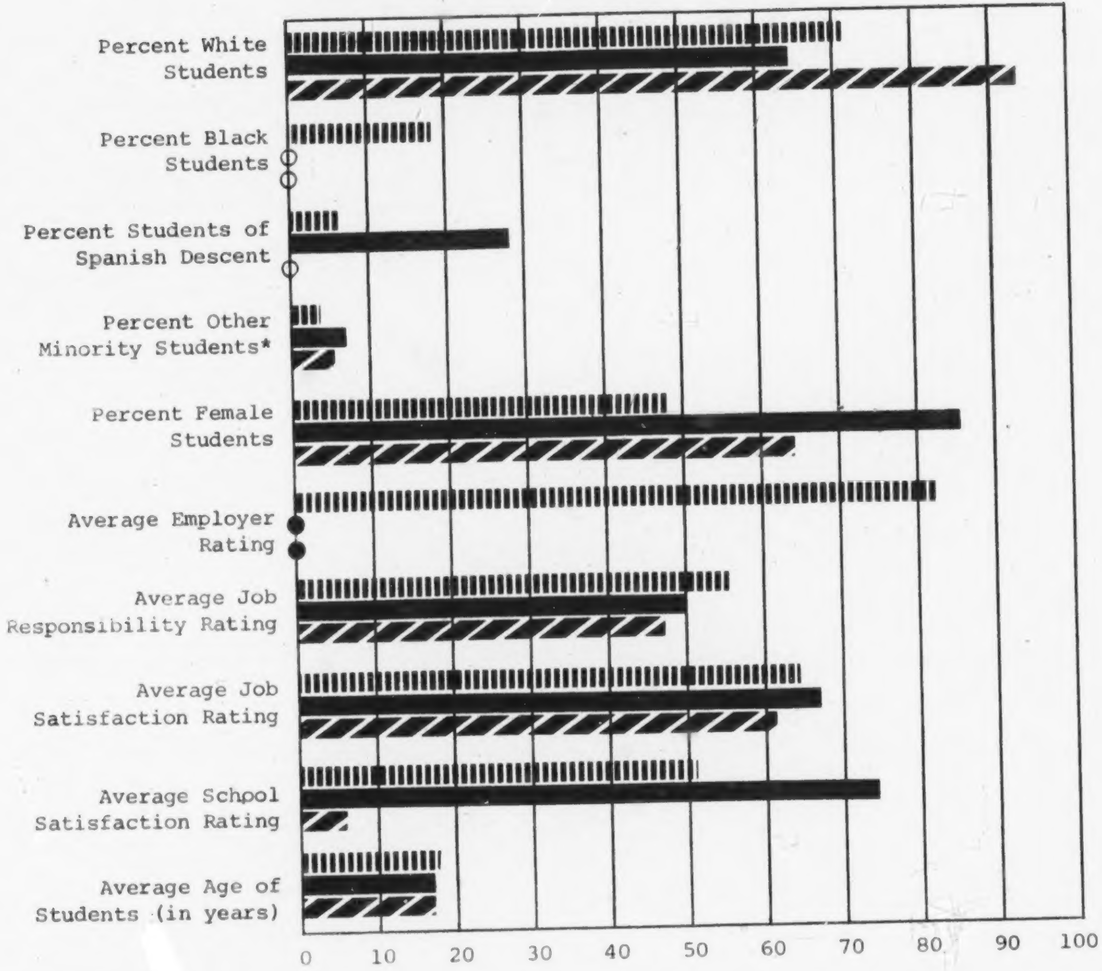
The Drafting and Design Segment of the MTC Innovative Cooperative Program operates well with two teacher/coordinators. Because of their strong work experience and contacts in the drafting field, they are able to place students in good positions around the city. The success stories of former students have aided in the placement of nearly all graduates.

The centrally located, downtown site seemed to be a good location for this college program. An anticipated relocation of the college to the suburbs may hinder the program, since such a move may limit the number of non-White students who enroll and may limit employer participation in the program. Program expansion is needed to handle the increasing number of students who are turned down for drafting classes.

Students and employers were quite complimentary in their remarks about the instructors, their teaching methods and their trade knowledge.

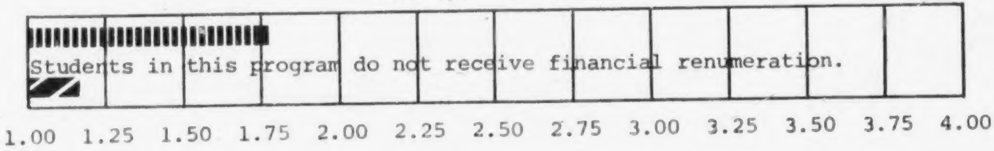
ANAHEIM, CALIFORNIA

REGIONAL OCCUPATIONAL PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Major Industrial Center

Sample Size

17 Nonparticipating Students
28 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

ANAHEIM, CALIFORNIA
REGIONAL OCCUPATIONAL PROGRAM

I. OVERVIEW

The North Orange County Regional Occupational Program (ROP) is an umbrella program set up through the combined efforts of the Anaheim, Brea-Olinda, Fullerton, and Placentia School Districts, the county superintendent of schools, and the State of California. It was established to increase the opportunities for occupational training for all high school students and adults in North Orange County, a major industrial area about 20 miles southeast of Los Angeles.

The offices for the ROP are located in an old abandoned 27-room mansion which was loaned rent-free by the Bank of America and which is being reconstructed by ROP students. ROP classes are conducted by teachers "from the trades" in community sites such as stores, hospitals, and manufacturing plants, as well as in selected school facilities.

The program was started in December 1971 with an enrollment of approximately 75 students. Enrollment has topped 2,800 during this school year.

The program attempts to identify and develop each student's talent through involvement in learning activities which correspond to employer/manpower needs. Students are involved in practical "hands on" experiences, beginning with the skills needed for minimum or entry level jobs and progressing through higher job levels.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the ROP is stated in the ROP's motto: "To serve each individual's learning needs for success in his employment career." Goals associated with this objective are to discover each student's talents for employment; to develop and reinforce each student's talents, and to channel each student's talents into productive activities in school and employment.

B. Use of Advisory Committee: There is no advisory committee in the traditional sense, but resource people from businesses, communities and governmental agencies are used as advisors to an exceptional degree. An ROP supervisor remarked, "The whole community serves as an advisory board; when people talk, we listen and react with concrete results."

C. Sources of Funding: Funding comes from the State and local governments. No funds are received from the Federal Government. Each area of the program has its own budget. Money is used for salaries and for "minor" supplies such as uniforms. Almost everything else is obtained free.

III. ORGANIZATIONAL SUPERSTRUCTURE

The ROP operates under a Joint Powers Agreement among the four school districts. It is run by a superintendent who is codirector along with the four district superintendents. He reports to a board of trustees that meets 4 times a year. There is also a coordinating committee made up of representatives of the four cooperating school districts. The superintendent supervises the entire operation, including the resources department (the payroll, purchasing/accounts payable, general maintenance, etc.) and the learning department which encompass the supervisors and their various programs. The ROP teachers report to the supervisors.

The program attempts to work with other work education programs operated in the various high schools.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The supervisors are all people with 7 or more years of experience in various trades and 2 or more years of vocational teaching experience. ROP supervisors plan new areas of training, set up the actual work sites, hire the appropriate instructors and set up the curriculum with instructors and resource people. They supervise the teachers in the areas for which they are responsible and aid in job placement of graduating students. The teachers instruct the classes, and are employed for their ability to help students learn and to organize activities as well as for their expertise in their particular occupation.

V. STUDENT COMPOSITION

Students in the program include all ability, age, and experience levels. At last count there were about 3,000 students enrolled in ROP. The breakdown of minorities/non-minorities is currently unknown. The program has approximately 51 percent female enrollment.

VII. PROGRAM CHARACTERISTICS

A. Recruitment: Recruiting is carried out by word-of-mouth among students at the schools, and by school and community newspaper releases. The program sent flyers in 22,000 water bills mailed to one entire community. The ROP hires on a 33 1/3 percent basis, career guidance specialists at the high schools to assist in enrollment.

B. Student Eligibility Requirements: Enrollment in ROP is open to all high school and adult students in the region without fees or any screening.

C. Job-related Curriculum: All of the vocational areas (over 30) offered in ROP have teachers assigned to the work stations to give related instruction. The "classrooms" are set up in community sites such as stores, hospitals, manufacturing plants, government buildings, parks, and selected school facilities.

D. Counseling: Counseling is provided at the local high schools and also by ROP teachers and supervisors. Students undergo intensive counseling to help them locate and select the area best suited for them.

E. Placement: This program conducts job placement activities for students who have completed the program. Within the first 5 months of the program, 318 out of 523 students in eight various occupational areas, were placed in jobs. Students are sent to interview for jobs with detailed instructions until they get the positions they seek.

F. Followup: Because of the short time the program has been in existance, no formalized followup procedures have been in operation.

VII. WORK ENVIRONMENT

A. Types of Jobs: A large variety of different jobs are offered in ROP. The general occupational fields are agriculture, distributive education, health occupations, office occupations, and trade and industrial occupations.

B. Training Procedures: The community classroom concept is used by the program: Classes are conducted by ROP teachers, assisted by employers, in selected places of business. A typical classroom might be the one located in a Safeway supermarket or the one situated within the Anaheim police headquarters building.

C. Employers: Employers include large corporations (North American Rockwell), municipal agencies, local businesses and unions.

D. Salaries and Other Benefits: Students receive a certificate of achievement upon attaining a performance level required for employment. They also receive high school credits and grades for their work experience. No salaries are offered in the program.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of this program has been exceptional especially if it is remembered that the program has practically no classroom facilities of its own and pays no salaries to students. It is expected that this program will soon be replicated in other parts of California.

The business and labor community support the community classroom concept fully and benefit greatly through the skilled manpower developed in ROP classes. The students gain employment alternatives and higher levels of skill as they progress from situation to situation.

The unusual feature of this program is its ability to serve so many students with such a high degree of success on a low budget; the program reports that with a first year capital expenditure of $135,000, they served an enrollment of 2,800 students. Virtually, no money has been spent on facilities, yet most classes enjoy an excellent learning environment.

Also, with the use of the management for learning concept, large classes of 30-40 and more students are conducted with remarkable success. Traditionally, it has been thought that vocational classes needed to be small.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Problems with the program have been the rapid growth, which has caused a redefinding of teaching methods, and the strained relationships with other work education programs in the schools. Many school personnel, including vocational teachers, feel that ROP is taking the students away from their programs.

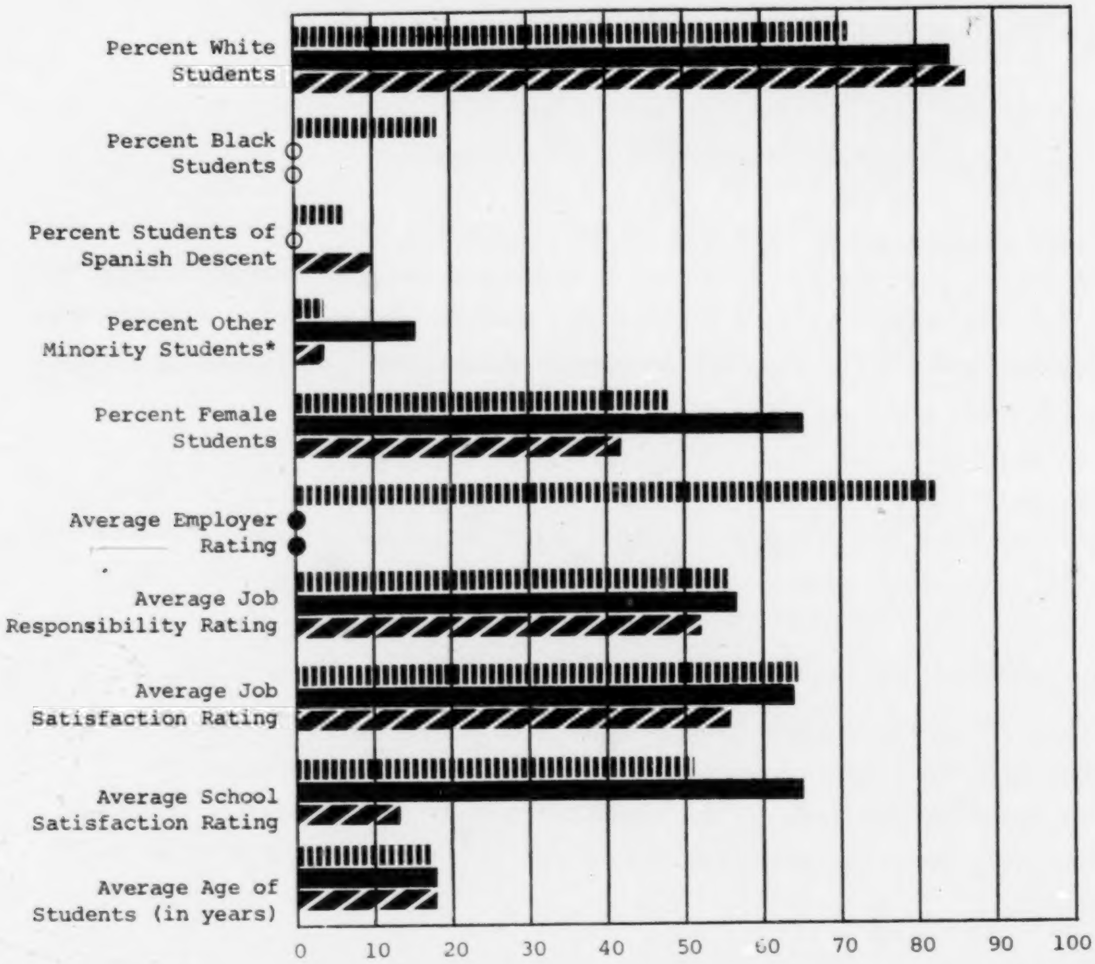
Another problem is transportation for the students to their work sites. Students must find their own means of transportation but they seem to manage this with a surprising degree of success.

X. OBSERVER IMPRESSIONS

The ROP was among the most outstanding programs seen to date by this interview team. The motivation on the part of staff, students, and employers generate excitement and energy. The rapid growth of ROP since its inception highlights the success it has achieved. The entire community appears to be involved in some manner from churches offering their facilities for two highly successful childcare centers, to the students manning large supermarkets. This program should definitely be viewed as a prototype effort for a new form of vocational education.

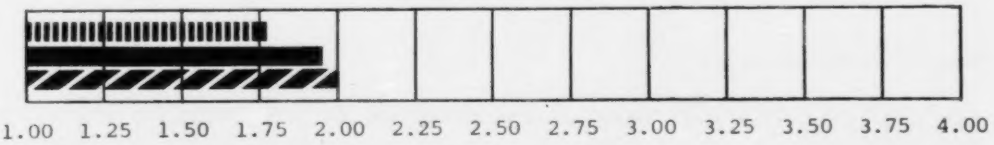
FREMONT, CALIFORNIA

WORK EXPERIENCE EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Career Exploration
Industrial Setting: Bedroom Community

Sample Size

31 Nonparticipating Students
26 Participating Students

▮▮▮▮▮	Mean of all participating secondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

FREMONT, CALIFORNIA

WORK EXPERIENCE EDUCATION PROGRAM

I. OVERVIEW

The Work Experience Education Program in Fremont has been in operation for 12 years at Washington High School, under the direction of the present coordinator. This coordinator appears to have great rapport with the students and is very successful in placing students in jobs in which they are interested. Students work in a wide variety of jobs, and many of them are taking classes at Washington High School and also through the Regional Occupation Program which offers courses in their occupational area.

Fremont, adjoining Mission San Jose, is an old town along the east side of San Francisco Bay. Situated midway between San Jose and Oakland, Fremont is growing rapidly as a bedroom community for those cities, as well as for light assembly plants opening in Fremont. The town has a mainly White middleclass population.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary purpose of the program is to familiarize the students with the world of work and allow them to explore various occupational areas. More specifically, through work experiences, students will recognize that the process and content of the school's curriculum is relevant to career requirements and responsibilities (relevancy); appreciate the importance of work to personal fulfillment and growing independence and maturity (self-actualization); analyze career opportunities and their requirements and compare these to personal potential and expectations (self-evaluation); relate in a positive manner to work experience education sponsors, employers and their employees, and the public served (interpersonal relations); and identify with, and participate in, adult roles and responsibilities in the world of work (application).

B. Use of Advisory Committee: The interviewers attended a breakfast meeting of the advisory committee, which is composed of the coordinators from the district high schools and community representatives. Most of the latter are employers in the program. The main item of business at the meeting was a discussion of a new series of evaluation forms. It seemed to be a meaningful session. The other roles that the district coordinator sees for the advisory committee are to report on what the employers feel the school should be doing to prepare students for their specific industry and for the world of work in general, and to communicate information about the program to other business people in the community.

C. Sources of Funding: The Washington High School Work Experience Education Program cost $17,500 in 1970-71; $18,700 in 1971-72; and $19,000 in 1972-73. This amount represents the coordinator's salary, mileage, and facility costs. The funding in previous years (1970-72) had come from Part B of the 1968 VEA Amendments, but for 1972-73 the money has come from VEA 1968 Amendments, Part G.

III. ORGANIZATIONAL SUPERSTRUCTURE

Work experience education programs operate at seven high schools in the Fremont-Newark District, and all are similar. Interviewers observed the program at Washington High School, which has the most experienced coordinator. There is a district coordinator who is charged with overall management and coordination of the seven programs. The coordinator at each high school is charged with matching students to jobs and also acts as liaison among vocational instructors, students, and employers.

The Work Experience Education Program is rather flexible and has access to the resources of the Regional Occupational Program classes, for those students who are interested. Each of the high schools operates a career center that all students, including those in work experience, are urged to use. One of the career center clerks has started the "Alameda County Career Information Center Exchange Letter" and Volume 1 is impressive. (See attachment.) It contains practical information from all the career center clerks in Newark-Fremont and would be valuable to anyone wishing to set up a career information center.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The district coordinator has overall management responsibilities for the work experience programs in the district. He also chairs the advisory committee meetings, arranges conferences for the individual coordinators, and helps in the development of forms, procedures and materials. The coordinator at Washington High School is a liaison agent among vocational instructors, students, and employers. He also devotes 20 percent of his time to teaching a merchandising class.

V. STUDENT COMPOSITION

There are 88 students in the program, most of whom are White. About 10 percent of the students are Mexican-American and Oriental. Most of the students are middle class and there is a wide range in ability and personality--from dropout to college bound.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students learn about the program through the student grapevine and/or from a bulletin sent out once a year to all juniors.

B. Student Eligibility Requirements: Students have to be at least 16 to get into the program. There are no other eligibility requirements. The program includes potential dropouts, college bound students, and students who shy away from normal school activities.

C. Job-related Curriculum: All students are taking regular classes which are related to their jobs.

D. Counseling: The coordinator does individualized counseling with the students in the program. Also, the program has just begun "DELTA Conferences" in which the coordinator, the employer, and his student workers meet to discuss the work site and any problems which any of the three might have. The interviewers observed one of these conferences and were impressed.

E. Placement: There is no formal placement program. If a student wants a job and the coordinator knows of one, he will help the student get it.

F. Followup: No formal followup procedures are currently in operation. Procedures for followup for the entire district are being developed. About 50 percent of the seniors go on to college. Of the rest, 80-90 percent are placed in jobs related to their training.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are working in retail sales at large department stores (19), in food preparation and service (12), as clerical workers (18), electronic assemblers (6), and service station attendants (5). There is one student in each of the following areas: child care, printing apprenticeship, dye house apprenticeship, and mail handling. There is a wide variety of jobs, generally at entry levels.

B. Training Procedures: All of the students receive specific, rather typical on-the-job training. At one job site, an electronics assembly plant, the owner has several television cameras in the plant and a monitor in his office. He uses the videotape replay capability to instruct students in improving their techniques.

C. Employers: There was a wide variety of employers. Employers interviewed represented two department stores, a manufacturing company, and a city service business. All of them were involved in the program for a normal range of reasons. The manager of a large department store phrased his reasons as: "We want the starting football players and the head cheerleader working here. If they are here, the other kids will shop here."

D. Salaries and Other Benefits: Of the four employers interviewed, two paid $1.65, one paid $2.02, and the fourth paid $2.50 per hour. All of the students also receive school credit for their work.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program acts as a showcase for the school and good public relations for the district. The public can easily see the relevancy of this sort of program. In addition, the coordinator is outstanding. He has great rapport with students, employers, and community, and has helped the school meet the needs of the community.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Better plans are needed to involve students in understanding the importance of proper attitudes toward work and the responsibilities involved in working. To accomplish this, the coordinator is considering weekly group sessions for discussions. The Delta Conference, which the interviewers observed, could serve this function.

X. OBSERVER IMPRESSIONS

All students, employers, and staff personnel were very positive about the program. The employers liked the students, the students liked their jobs, and the staff members were enthusiastic about their work.

ATTACHMENT

ALAMEDA COUNTY
CAREER INFORMATION CENTER
EXCHANGE LETTER

FREMONT, CALIFORNIA

ALAMEDA COUNTY CAREER INFORMATION CENTER EXCHANGE LETTER

(An Occasional Publication)

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Editor
Pat Nordseth, Kennedy High School,
Fremont Unified School District

VOLUME 1 NUMBER 1 **FEBRUARY 1973**

This first issue of the Career Information Center Exchange Letter is an attempt by career information specialists to exchange information, ideas, problems, and frustrations with each other to lessen the load, provide a new communication channel, and hopefully serve as a source of inspiration and support.

Future issues depend on you--please share with us. If you have something that you've tried, let us know about it. If someone else plants an idea, contact them directly. Phone or write Pat Nordseth, Career Information Center Specialist, Kennedy High School, 39999 Blacow Road, Fremont 94538.

GET IT TOGETHER

Marlene Leal from American High School in Fremont has put together a Career Center Handbook. Its purpose is to guide students, parents, and faculty in effective use of the Center. It includes descriptions and use of Center games, materials, audio-visual equipment; how to sign up to hear speakers or go on field trips; R.O.P. programs; a checklist of interest-test results, and much more. The cover and format is bright, illustrated with cartoons, and appealing--there's the key!

● DID YOU KNOW -- that 200,000 persons, much higher than previous estimates, are choosing private business and trade schools in California for job training each year?*

WANT TO BUILD UP YOUR TAPE LIBRARY?

TRY THIS: Kennedy High School in Fremont is working with its English Department to increase its cassette tape library of occupational interviews. Students in various English classes will interview faculty members or former students now working about their jobs, skills required, training, etc. The format for the tapes is "borrowed" from the Educational Progress Corporation's Career Development Laboratory (unrehearsed interviews with men and women in various occupations). Eighty 15-minute interviews are planned. Benefits? The students receive credit and get experience in oral communication skills. The Center gains a highly motivating source of job information (students prefer to hear other students talk, rather than adults). An extra plus: it gets another academic department involved in the Center!

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*For further information contact James Barnes, Occupational Analyst, Alameda County School Department, 224 West Winton Avenue, Hayward 94544, phone 783-5800, Ext. 298.

HOW TO INVOLVE TEACHERS

Try holding departmental meetings in your Center! It helps to have materials related to that particular department. Show teachers what you have to offer--be specific. Ask teachers for assistance in updating your materials; for instance, ask the biology teacher to check your pamphlets on biologists, or the business teacher on secretarial jobs.

A FOLLOW-UP IDEA

Williamson High School, Fremont, has come up with a Career Center pass that helps to give them some insight into student use of the Center. The passes are returned to the Center where a notation is made of what they did, why, etc. This helps to give the Center feedback on the number of students using the Center, occupational interests, and other important facts.

CAREER CENTER PASS

Student ____________________ Date ____________________

To investigate:

____________________ Sending Teacher: ____________

____________________ Time ____________________

____________________ Return from Center ____________

____________________ Time ____________________

Comment:

____

____

Teacher Note: Please return this slip to Career Center at end of day.

WORK THROUGH THE CURRICULUM

During the week before Christmas vacation, 520 ninth grade students from the State Requirements' class at Kennedy High came through the Center in small groups for a Career Center orientation. Each had just finished a Job-O and Self-Appraisal and Assessment (SAAS). The next step of their unit was to look up specific information about careers.

MORE INTEGRATION WITH CURRICULUM

The prime goal of the first semester at Irvington High School in Fremont has been to take the 24 freshmen in the social studies class through a two-week program of career exploration. The program has many facets:

- To have each student do an interest survey, the Job-O, and investigate two career areas
- To see the relevance of the courses they have taken and to plan what courses they should consider for each of the two careers they choose to investigate
- To discuss varieties of life styles, needs, values, aptitudes, and satisfactions of individuals
- To give them some basic job-hunting and interviewing techniques
- To discuss the work ethic and how they view the world of work

Pre- and post-tests were administered. The results of the past few months will be ready next month.

FOR YOUR CAREER CENTER

The Alameda County Career Information Service Center has just received two excellent reference books:

- *Opportunities in Environmental Careers*, by Odom Fanning
- *Books for Occupational Education Programs*, by Edward Mapp, 1971 (This is a list of community colleges, technical institutes, and vocational schools.)

These two reference books may be checked out by any Career Center Specialist from the Alameda County Career Information Service Center.

INTERESTED IN A-V MATERIALS FOR YOUR CAREER CENTER??

The Alameda County Career Information Service Center has the following A-V materials available for loan to your Career Center:

Jobs for the 1970's - U.S. Department of Labor
This slide series (40 slides) and the accompanying text materials have been prepared to tell students, counselors, teachers, parents, and other interested individuals about present and future job opportunities for today's students. It provides information on the kinds of jobs available and the industries in which they are found, the qualifications for the jobs, and insight into the prospective competition situation for young people seeking to enter these jobs. This slide presentation may be presented to classes as a means of orienting students to the services of your Career Information Center. If you would like to borrow this slide series, please contact James Barnes.*

Career Education: Steps to Implementation - National Audio-Visual Center, Washington, D.C.
This film strip and accompanying audio tape give an excellent presentation on the concept of career education. The four models--employer-based, school-based, residential-based, and home-based--are all explained in depth.*

Occupational Up - Fresno County Schools Office
This slide-tape series delves into many aspects of the world of work by utilizing rock music, "real talk," and conversations with youth. This presentation can be easily adapted to any Career Center activity.*

Career Education: Orientation - Alameda County School Department and Sonoma County School Department
This 80-slide series was developed jointly by the above two counties under an EPDA-funded project. It consists of slides and topical narration, discussing career education and ways to implement the concept.

● **JOB PLACEMENT** remains the most popular function at Irvington High School. So far this year over 60 students have been placed in part- and full-time positions.

START A MINI-COURSE

The Business Department at Kennedy High School requested a 1-2 unit mini-course in the Career Guidance Center as part of their new offerings. Not only will business occupations be explored, but general techniques of career search will be offered. It seems like a natural culmination of a student's course work to have a chance to explore the practical aspect of his training; namely, jobs.

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*For further information contact James Barnes, Occupational Analyst, Alameda County School Department, 224 West Winton Avenue, Hayward 94544, phone 783-5800, Ext. 298.

NEED SPEAKERS, RESOURCE PEOPLE??

TRY THESE:

Air Transportation - Phone Glen Elliot at PSA, 2351 Powell Street, San Francisco 94133, 391-2290. He will show a 16mm film, soft sell the stewardess occupation, and give complete details for running an airline.

Law Enforcement - Sgt. Stroman of the Fremont Police Department, 39710 Civic Center Drive, Fremont, talks about requirements and duties of a city police department. Phone 796-3232.

More Law Enforcement - Officer Goodman of the California Highway Patrol, 2434 Whipple Road, Hayward, phone 489-1500. A sharp, young officer who tells it like it is. Plays down the glamour part of the job (shooting, high-speed chases, etc.) and tries to give students a realistic picture. He will bring handouts, pamphlets, etc.

- **GET INVOLVED** by joining us at the monthly meeting for Career Information Specialists at the Alameda County School Department.*

DO-IT-YOURSELF

Kathie Barnes, Livermore High School, is in the process of making her own tapes and filmstrips. She is taping several of the guest speakers' talks so that they are available to students who missed the presentation or want to listen to it again. She would like to share ideas on developing tapes with anyone who is interested. If you've tried something and it was successful (or unsuccessful), contact her.

HELP WANTED!!!

"We have limited wall space for posters and displays." Any ideas? Yes! Mission High School in Fremont uses racks such as those found in grocery stores to hold hosiery, to display brochures from Ohlone and Chabot Colleges. Others hold entry job brochures from HRD and information pertaining to employment. These racks are placed in strategic areas around the room and can usually be obtained free from individual stores who discard them when their use is ended.

INTERESTED IN OCCUPATIONAL RESEARCH?

The Alameda County Career Information Center has just received an extensive 259-page document entitled, *Occupational Orientation: An Introduction to the World of Work* - Teacher's Handbook, and, another report entitled, *Techniques for Selecting and Presenting Occupational Information to High School Students.*

The two reports are just a few of the hundreds of research studies available through The Educational Research Center (ERIC).*

- **HOT OFF THE PRESS** is the *ROP/C Direcotory of Regional Occupational Programs and Centers* from the California State Department of Education. The directory covers 48 Centers throughout the State. If you would like a copy, contact James Barnes who will be happy to send you one.*

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*For further information contact James Barnes, Occupational Analyst, Alameda County School Department, 224 West Winton Avenue, Hayward 94544, phone 783-5800, Ext. 298.

NEED TO BUILD A RESOURCE FILE???

Newark High School sent out the following questionnaire and started a huge file of parents willing to share occupational information:

CAREER INFORMATION INDEX

We would like to develop a card file of Newark residents willing to discuss their job with YOU students. In this way you can get firsthand information from someone who works at a job which interests you.

YOU can assist each other by interviewing one person and completing the form below. Later, the information will be copied on a 3" x 5" index card that will be available for YOUR use in the Occupation Information Center to be opened in Room C-4.

Job Category: ____________ Sub-Category: ____________

Job Title: ____________ Dot Code: ____________

Contact's Name: ____________ Employer's Code: ____________

Address: ____________ Address: ____________

Phone: ____________ Phone: ____________

Number of years experience doing this type of work: ____________

Contact is willing to:	Yes	No
1. be called by phone	☐	☐
2. meet with student/s		
a. at work	☐	☐
b. at school	☐	☐
c. at contact's home	☐	☐

Brief description of the person's duties (on back)

ARCHITECT

William L. Duquette
6170 Thornton Avenue
Newark 797-7511

Contact is willing to:	Yes	No
1. be called by phone	■	☐
2. meet with students		
a. at work	■	☐
b. at school	☐	☐
c. at contact's home	☐	☐

ATTENTION CAREER INFORMATION SPECIALISTS AND INSTRUCTIONAL AIDES!!!

In April, Chabot College will be offering a course specifically designed for you. The course will deal with the "how's" of setting up a Career Center.*

ANOTHER WAY TO GET STUDENTS

Eighty pre-engineering students at Kennedy High School are required to spend one hour each week for an entire school year in the Center. Each time they come in, they fill out a card with arrival and departure time, work done, and comments about what they were investigating. Students are not restricted to exploring materials only pertaining to pre-engineering, but are free to utilize all of the sources in the Center. The emphasis here is on *exploration* and *awareness*.

ARE YOU AWARE OF THE TWELVE FUNCTIONS OF VOCATIONAL EDUCATION? If not, the Alameda County Career Information Service Center has a packaged presentation put together by the Eckman Center. The package includes a film strip and cassette tape. If you plan to make any career education oriented presentations, this would be helpful.*

INVOLVE THE COMMUNITY

The Camp Fire Girls (Horizon Club) of the Fremont area spent an evening in the Kennedy High Career Center doing career exploration. Their leader, Mrs. Orleen Sebesta, feels that awareness of occupations and requirements is an important part of exploring the community.

ADD THIS HANDY REFERENCE TO YOUR CAREER CENTER: *Employment Opportunities in Law Enforcement, 1972.* This 429-page reference book may be obtained free by simply writing to the State of California, Department of Justice, Commissions on Peace Officer Standards and Training, 714 "P" Street, Room 1508, Sacramento, California 95814. (Send requests on school letterhead.)

LET'S SHARE

It isn't always possible to visit other Centers and observe firsthand, so Williamson High would like one school each month to list a bibliography of the films, tapes, books, games, etc., they have in their Center. How are they used? Are they effective? Let us know if you like this idea.

THE "LIFE CAREER GAME"

This is a decision-making course which will be offered at Irvington High and will involve primarily juniors and seniors. There will be a few U.S. history classes and also groups of upperclassmen who are being identified by counselors. The program will take two weeks.

A THOUGHT: TRY A SUGGESTION BOX!

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*For further information contact James Barnes, Occupational Analyst, Alameda County School Department, 224 West Winton Avenue, Hayward 94544, phone 783-5800, Ext. 298.

MAKE IT EASY FOR STUDENTS

Newark High uses this card file in its Career Center. You may want to adapt it to your own needs.

INFORMATION AVAILABLE

Binder ______
Pamphlets ______
Film Strip ______
Title ______________
Loop Projector ______
Title ______________
S.R.A. Occ. Brief ______
R.O.P. related courses ______
For additional information see:
____

For related jobs see:
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

GENERAL REQUIREMENTS AND INFORMATION ABOUT THE JOB

Education required:

Salary:

Union information:

Job outlook:

General:

TEACHERS RESPOND, STUDENTS BENEFIT

The faculty and staff at Kennedy High recently were asked to fill out cards giving information about their former occupations (including part-time work since age 16), schools attended, willingness to speak with students, and additional comments. The response was terrific--within two hours of receiving the cards, 30 responded; within three days, 75% responded (all favorably). The information will serve several purposes: students will have access to the file where they will find jobs listed with teachers' names under specific occupations, and it makes resource persons readily accessible to students.

INVOLVE STUDENTS ANOTHER WAY

Freshmen students in basic business and basic math courses at Amador High spent a week prior to Christmas vacation in the Center doing career exploration. A short vocational test was given, want ads from the *Valley Times* were made available to each student, and a personnel speaker talked with them.

- **COURSES OFFERED BY CALIFORNIA SCHOOLS** - A yearly catalog of courses, cross referenced to occupations, is offered from the California State Department of Education, Bureau of School Approvals, 721 Capitol Mall, Sacramento, California 95814.

- **ANOTHER REFERENCE FOR YOUR CENTER:** *Federal Career Directory* is in a loose-leaf format and covers all aspects of getting jobs with the federal government. If you would like a copy, write to U.S. Civil Service Commission, San Francisco Region. To expedite your request, phone 556-5747 and speak to Mrs. Roberts.

A NEW PRIVATE SCHOOLS DIRECTORY HAS JUST BEEN PUBLISHED BY THE STATE DEPARTMENT. The directory includes over 2,000 private schools in California and should be included in your Career Center. You may receive a free copy by writing to Mr. Robert Washington, Chairman, California Advisory Council on Vocational and Technical Training, 1500 Fifth Street, Sacramento, California 95814.

THE 1970 CENSUS OF POPULATION REPORT (PC(1)-C6)

The Alameda County Career Information Service Center has just received this report. If you or anyone else plans to conduct a survey of your local community population needs, this report will be a must. It may be checked out from the Alameda County Career Center.*

ALAMEDA COUNTY EDUCATIONAL RESOURCE GUIDE - 1971

The Alameda County School Department stocks well over 200 of these guides, but very few people know that it exists. This handy book contains information on tours, speakers, and materials. Now that Career Education is picking up, such a guide will be needed. Send your request to James Barnes.*

FREE EDUCATIONAL MATERIAL

The National Aeronautics and Space Administration will send you free educational materials for your Career Center. Included in the package are the following:

- *Seven Steps to a Career in Space Science and Technology* (high school edition)
- *Space Jobs* (elementary edition, K-3)
- *Learning About Space Careers* (elementary 4-6)
- *Film Catalog - 1972*
- *NASA Educational Publications*

25 TECHNICAL CAREERS YOU CAN LEARN IN TWO YEARS OR LESS

This four-page publication explains what technicians are, what they do, the various types of technicians, qualifications for becoming one, and salary. Also included are addresses to write to for additional information. You may obtain this free publication by writing to Department of Health, Education, and Welfare, Washington, D.C. 20201.

> *"The society which scorns excellence in plumbing as a humble activity and tolerates shoddiness in philosophy because it is an exalted activity--will have neither good plumbing or good philosophy. Neither its pipes nor its theories will hold water. . ."*

FOR ADDITIONAL INFORMATION ON ANY NEWS ITEM, PLEASE CONTACT: Pat Nordseth, Career Information Center Specialist, Kennedy High School, 39999 Blacow Road, Fremont, California 94538.

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*For further information contact James Barnes, Occupational Analyst, Alameda County School Department, 224 West Winton Avenue, Hayward 94544, phone 783-5800, Ext. 298.

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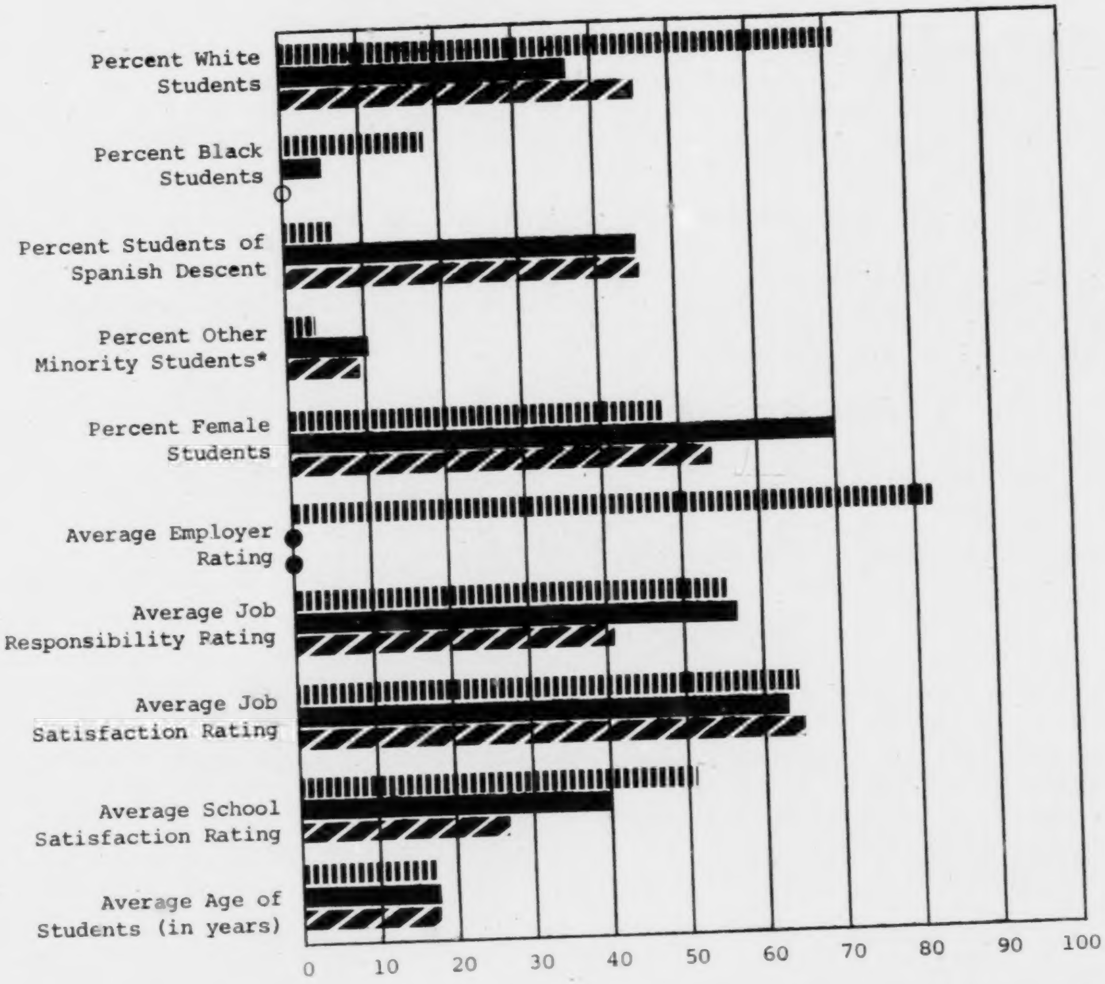
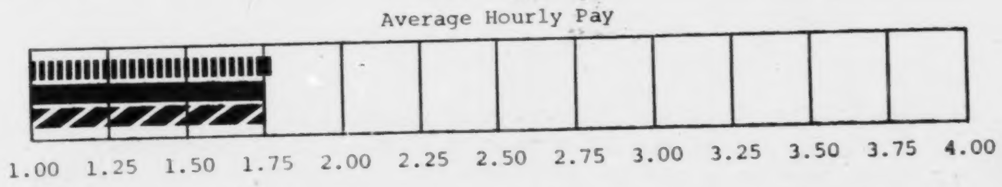
SALINAS, CALIFORNIA
WORK EXPERIENCE EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Career Exploration
Industrial Setting: Farming Region

Sample Size

11 Nonparticipating Students
20 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

SALINAS, CALIFORNIA

WORK EXPERIENCE EDUCATION PROGRAM

I. OVERVIEW

The Work Experience Education Program at Alisal High School has been in operation for 5 years. The program provides students with school credit for working at jobs in the community. In most cases the students obtain the jobs on their own, and then sign up for the program and school credit.

Alisal High School is a large modern comprehensive high school on the edge of Salinas, California, at the center of one of the world's richest agricultural areas. The population of the high school and of the town is approximately 40 percent Mexican-American. The town is dependent on agriculture and is strongly culturally influenced by its Chicano population.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The aim of the Work Experience Education Program is to provide students with an opportunity to explore, receive training, and be placed in the world of work. To accomplish this objective, student-centered goals were adopted to explain the relevancy of the program; to provide for self-development and self-evaluation; to aid in the acculturation process into adulthood; and to develop an awareness and understanding of the economic system and the importance of human relations.

B. Use of Advisory Committee: The advisory committee meets once a month to formulate program policy. The business community, students, city, and school district officials are all represented on the committee.

C. Sources of Funding: The program is funded by the 1968 Vocational Education Act, Part B; by the State government; and by local taxes. The VEA money is used as "seed money" for miscellaneous expenses.

III. ORGANIZATIONAL SUPERSTRUCTURE

Alisal High School is one of several high schools in Salinas, all of which have work experience programs. There are three types of work experience in the program: Exploratory, general, and vocational. Of a school population of 1,900 students, 145 are currently in the total program, with 31 in the vocational portion which was studied. Two staff members operate the program, one of whom is the full-time coordinator. The other staff member is a part-time counselor/coordinator in work experience education who teaches classes in social studies. These two staff members report to the assistant director of career education in the district office. They work with other coordinators at other district schools to maintain similar programs at all high schools. The Regional Occupation Program (ROP) serving Salinas is often a steppingstone to work experiences: Students take courses and learn a skill in the ROP and then join the Work Experience Education Program.

Most students obtain jobs independent of the program and then join the program to receive school credit.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The two coordinators administer the program and carry the title of work experience specialist. One coordinates the vocational students, the other coordinates the exploratory students and they share responsibility for the general work experience students.

V. STUDENT COMPOSITION

There are 15 exploratory students, 99 general work experience students, and 31 vocational students. Twenty of the 31 vocational students in the program took part in the study. Of these, approximately 60 percent were minority, most being of Mexican descent. The students appeared mature and cooperative.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment is done by providing questionnaires to all sophomore students concerning work experience, by using school bulletin boards, and by publishing occasional articles in local newspapers.

B. Student Eligibility Requirements: Students must be in grade 11 or 12, or 16 years of age; have a job or interest in exploring certain careers; have the consent of their parents; and be able to obtain a contractual agreement from their parents, an employer, and the work experience specialist. Students in the vocational phase of the program must have taken, or be enrolled in, a class that is directly related to their job.

C. Job-related Curriculum: Students in the program attend monthly meetings for 1 hour of job-related instruction. Related classes are offered in some areas covered by the program.

D. Counseling: Special program counseling is provided to all enrollees.

E. Placement: Employer application forms are distributed to the students, and they are interviewed by human resources development counselors for job placement after completion of the program.

F. Followup: A student followup study is now uderway.

VII. WORK ENVIRONMENT

A. Types of Jobs: The vocational program offers the following positions: office clerks (8), kitchen helpers (4), greenhouse helpers (4), switchboard operators (3), sales clerks (3), beautician trainees (2), service station attendant (1), painter helper (1), and lab technician (1).

B. Training Procedures: The training procedures were as varied as the types of employers. Generally, the business concern handled the procedures according to their established methods. A participating department store which was a member of a national chain, had a sophisticated training program. Placing students with senior personnel in an OJT situation, however, was the typical method used by most other establishments.

C. Employers: Employers interviewed included a junior and senior high school, a department store, and a franchise food sales concern. Unions that are involved with the program as employers have an agreement stating that in case of strikes, the students are automatically terminated.

D. Salaries and Other Benefits: Students reported salaries from $1.60 to $2 an hour with the exception of the cosmetology students, who are supposedly limited by State law to tips only. Students also receive high school credits for participating in the program.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

This program can be described as typical of the work education programs studied in this project. Students receive academic credit for career exploration, earn a certain amount of money, and are given a head start towards obtaining full-time employment.

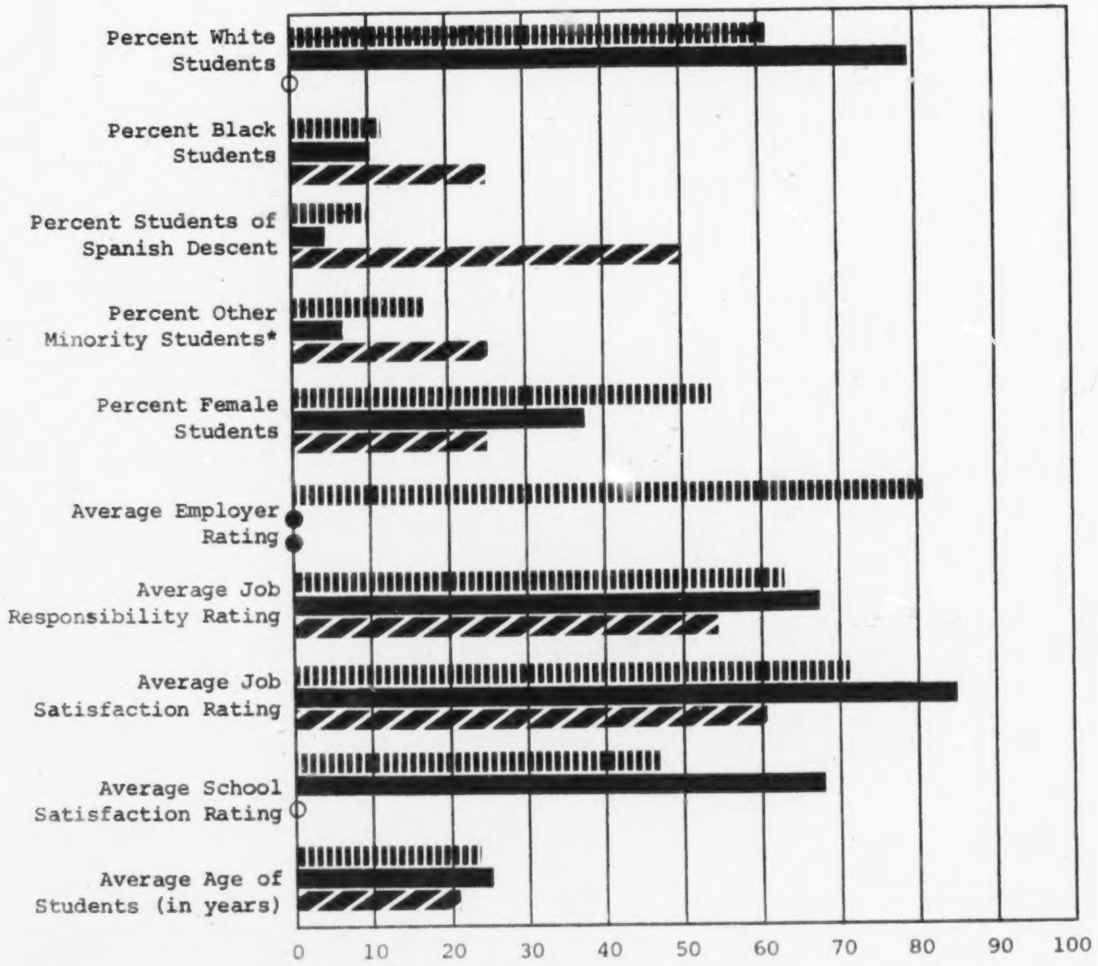
IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The need for more materials for classroom infusion of career education and more articulation between the academic and work experience programs are problems cited by the coordinator.

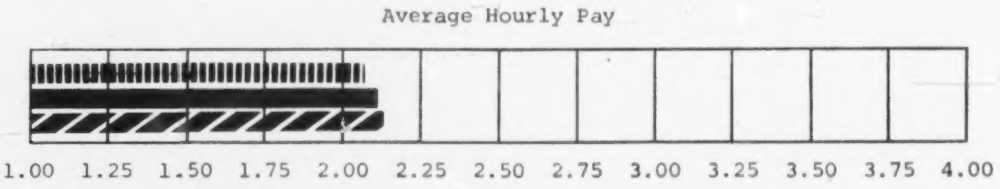
X. OBSERVER IMPRESSIONS

The interviewers gained the impression that this program is often a vehicle for students to get credit for part-time jobs they obtained on their own.

YUBA CITY, CALIFORNIA
YUBA CITY COLLEGE CORRECTIONAL SCIENCE PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Farming Region

Sample Size

4 Nonparticipating Students
48 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

YUBA CITY, CALIFORNIA

YUBA CITY COLLEGE CORRECTIONAL SCIENCE PROGRAM

I. OVERVIEW

Two years ago the coordinator of the Administration of Justice Department at Yuba City College noted a large demand for correctional science courses for students interested in this field, and for aid to disadvantaged students on probation and parole. The Correctional Science Program was initiated at the college in an effort to meet these needs. At first, funding for the program was delayed, and the coordinator was forced to obtain emergency loans from the activities office at the college. Through this office he was able to secure funds from the Law Enforcement Association Program (LEAP) to finance the newly formed program.

The program is divided into the On-Campus and Off-Campus Programs and includes counselor aids and volunteers who are correctional science majors and students in other academic disciplines such as social sciences, psychology, and sociology, and students in a probation or parole status. Program structures and student responsibilities are discussed in detail in the following sections of this report.

Yuba City College is located in a farming area of north central California which has one of the highest crime, unemployment, and delinquency rates per capita in the State, and is also in the fifth lowest income bracket.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The objectives for the program are threefold: First, to utilize the existing and already planned vocational programs as a means of encouraging disadvantaged students, who are on probation and in need of rehabilitation, to obtain the training necessary for employment above the poverty level; second, to train correctional science majors in casework techniques for working in one-to-one relationships with the disadvantaged; and third, to provide disadvantaged students with the individual attention and guidance necessary to help them make an adequate adjustment in society and prevent recidivism.

B. Use of Advisory Committee: The advisory committee consists of representatives from the administrative staffs of law enforcement and correctional agencies. The committee, which meets twice a year, helps to develop new programs and update current offerings in correctional science.

C. Sources of Funding: Funding for the program was $26,460 in 1970-71 and $33,500 for 1971-72. It has been cut nearly $6,000 from last year, to $29,778 for the 1972-73 school year. One hundred percent of the funds have come from the Federal Government through VEA, Part D. This year is the last year of funding from the Federal Government, and attempts are now being made to locate other sources. The funded amount has included money for students' salaries, travel, program evaluations, secretarial help, testing, vocational counseling, and additional expenses including duplication. The instructor/supervisor's salary is not included in the VEA funds.

III. ORGANIZATIONAL SUPERSTRUCTURE

Two persons are associated with the program: An instructor/supervisor and a vocational counselor. The instructor/supervisor, who reports to the coordinator of the Administration of Justice Department at Yuba City College, works very closely with probation officers, the Department of Rehabilitation, and the Department of Human Resources, to identify eligible students who are on parole and probation.

The vocational counselor for the program, along with the regular counselors in the school, is responsible for screening students and administering tests to determine areas of vocational interest and aptitude.

The On-Campus Program includes counselor aides who are correctional science majors in the college and have responsibility for tutoring and counseling the students on probation and parole. The enrollees on probation and parole are called "tutors" in the program. They are enrolled in the college and can receive 1-4 course credits for their participation. Pairing of correctional science majors (or counselor aides) with tutors is based on compatible personality traits, interests, and needs. Usually, a 2nd-year correctional science major (who has had some experience in the program) is matched with a hard-core student for counseling and tutoring purposes.

The Off-Campus Program consists of volunteers who are majors in such academic areas as correctional science, social science, psychology, and sociology. These students are being trained in specific aspects of the corrections field and are therefore placed off-campus in one of the following four program areas: Yuba County Probation Department and the Yuba County Juvenile Hall Programs. Students receive training as guards, probation officers, etc., in correctional institutions; the Judges' Own Recognizance (O.R.) Program. Students work closely with the court system, mainly to follow up persons who are released on O.R.; the Elementary School Pre-delinquent Prevention Program. Students are placed in the elementary school and trained for work with educable mentally handicapped children. Their responsibilities include counseling and tutoring children with behavior and adjustment problems; the Awareness House Program. Volunteers placed in the Awareness House receive experience in counseling drug offenders and in developing student programs for the facility.

The On-Campus and Off-Campus Programs are subject to evaluations which are formal and quite extensive. They include two evaluations for the Off-Campus Program, one by an evaluator from the Federal Probation Department in Sacramento and the other by a school psychologist from another city. In addition to these evaluations, the program has established a control group consisting of probationers and parolees randomly selected from the community. To evaluate and study rates of recidivism, this group will be compared to the probationers and parolees participating in the program.

Other work experience programs in the college include vocational programs in welding and applied arts, business, and law enforcement. The Law Enforcement Program has 130 students enrolled. The director estimates that half of these students will not be able to become police officers for various reasons. Some of these students, although unsuited for police work, can do quite well in the Correctional Science Program, and they are referred to this program by the coordinator of the Administration of Justice Department. The coordinator is also trying to expand the Law Enforcement Program to include paraplegics, who he feels would make excellent desk workers.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The instructor/supervisor is responsible for the administration of the program, as well as the supervision and counseling of students majoring in correctional science and related areas and of students on probation and parole with county and State agencies. He also has teaching responsibilities for six courses in corrections and two courses in work experience. The work experience courses are taught through team teaching with the vocational counselor.

The instructor/supervisor and vocational counselor, although the only staff members at the college who are immediately responsible for the program organization and administration, actively involve probation officers, college counselors, and vocational instructors in the program through special seminars which meet periodically.

V. STUDENT COMPOSITION

There are 60 students in the Correctional Science Program: Twenty students who are on probation or parole; 20 who are correctional science majors (counselor aides) in the On-Campus Program; and 20 who are volunteers in the Off-Campus Program. Three of the counselor aides are former probationers and parolees. Of the total enrollment, 10 percent represent minority ethnic or racial groups, 40 percent are female, and 1 percent are physically handicapped.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment is handled through formal and informal activities. Students recruit for the program by word-of-mouth, various agencies in the community refer students to the instructor/supervisor and the vocational counselor, visits are made to high school classes, and speeches are made during career day.

B. Student Eligibility Requirements: To be eligible as counselor aides or volunteers, students must be majoring in correctional science, social science, psychology, or sociology. Students who are on probation or parole must meet the college entrance requirements and show a desire to better themselves personally. The school does not want the probation department to make the program mandatory.

C. Job-related Curriculum: Students receive not only formal instruction in class, but also OJT experience working in a correctional institution or with an individual parolee. There are group discussions, guest speakers, and field trips as supplements to the job-related curriculum.

D. Counseling: Counseling in the program is provided by a full-time vocational counselor and by the instructor/supervisor, who is available when needed. As part of the counseling effort, students (including counselor aides, volunteers, and tutors) take part in group interaction sessions.

E. Placement: The program conducts information placement activities. Last year 10 percent of the graduates were placed through the placement program. A total of 15 percent of the students were placed in positions related to their training. Some students have been hired while working in the program or shortly thereafter; however, many of the students transfer to a 4-year college.

F. Followup: An organized plan for followup activities has been implemented in the program. A survey is being conducted to determine the status of students who have graduated from the program: Whether they are attending other educational institutions, are working, are unemployed, or are incarcerated.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students in the program are placed as: Counselor aides (On-Campus) (20), tutors--i.e., recipients of tutoring (On-Campus) (17), juvenile hall supervisor interns (9), probation officer interns (7), aides in the Delinquent Prevention School Program (5), and the Judges Own Recognizance (O.R.) Program (4).

B. Training Procedures: The employers provide students with a general orientation to their agencies' procedures and policies. After the orientation, interns are assigned to probation officers or supervisors who provide specialized training in selected areas.

C. Employers: The employers interviewed in the program represented a probation department, an elementary school, a juvenile hall, and a court house. Most of the employers stated that they would continue to participate in the program and would recommend the program to other employers. The employers felt that the main advantage of participation was an increased supply of help in the agency, resulting in improved quality control, i.e., since the probation officers' case loads were lessened, they were able to counsel probationers and parolees more adequately.

D. Salaries and Other Benefits: In the On-Campus Program eight of the counselor aides are on financial loans and 12 are receiving experience and credit only for their participation in the program. The tutors (students on probation and parole) can earn money in the program by attending classes and counseling sessions. These activities are recorded in a daily log which tutors are required to keep. A tutor participating in the program 60 hours per month can earn about $100. The average amount earned, however, is about $80 per month. Some tutors are also placed in jobs as part-time employees. Tutors and counselor aides receive college credit for participating in the program.

The volunteers in the Off-Campus Program receive training in selected areas and credit towards their majors. The program provides students with some school supplies.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program is twofold: Local agencies participate actively in the program, and their support is guaranteed by the improved quality control of their staffs which results from participation; and correctional science majors and tutors function as a family--one in which the two groups try to positively reinforce one another, reduce frustration, and form nonthreatening interpersonal relationships.

The program has received a Certificate of Merit from the U.S. Department of HEW - Bureau of Adult Vocational and Technical Education, for its outstanding achievements in the field of correctional science.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENT

Several problems were cited for the program. The coordinator stated that 1973 is the last year of funds for the disadvantaged students in the program. A suggestion was made that the coordinator try to pay these students from government funds designated for work study programs and the counselor aides through cooperative education funds. However, the coordinator pointed out that his program might then be in competition with other work study programs in the school.

Some employers have misjudged the amount and kind of work that students need for training. Two county organizations feel that students at the junior college level are too immature to handle the responsibilities of the jobs they are being trained for, so, their student trainees are given tremendous amounts of paperwork and little more responsible work. Several other employers operate at the other extreme, assigning students an overload of casework and using them as full professionals.

One counselor aide stated that the aides in the program are given no training in counseling techniques to use with the tutors. The aides are placed into the counselor/tutor relationships without any orientation.

Other problems cited were the fact that sometimes counselors become so involved in working with the "tutors" that their school work suffers and their grade averages fall, and there are instances of "tutors" in the program dropping out because they want better paying jobs.

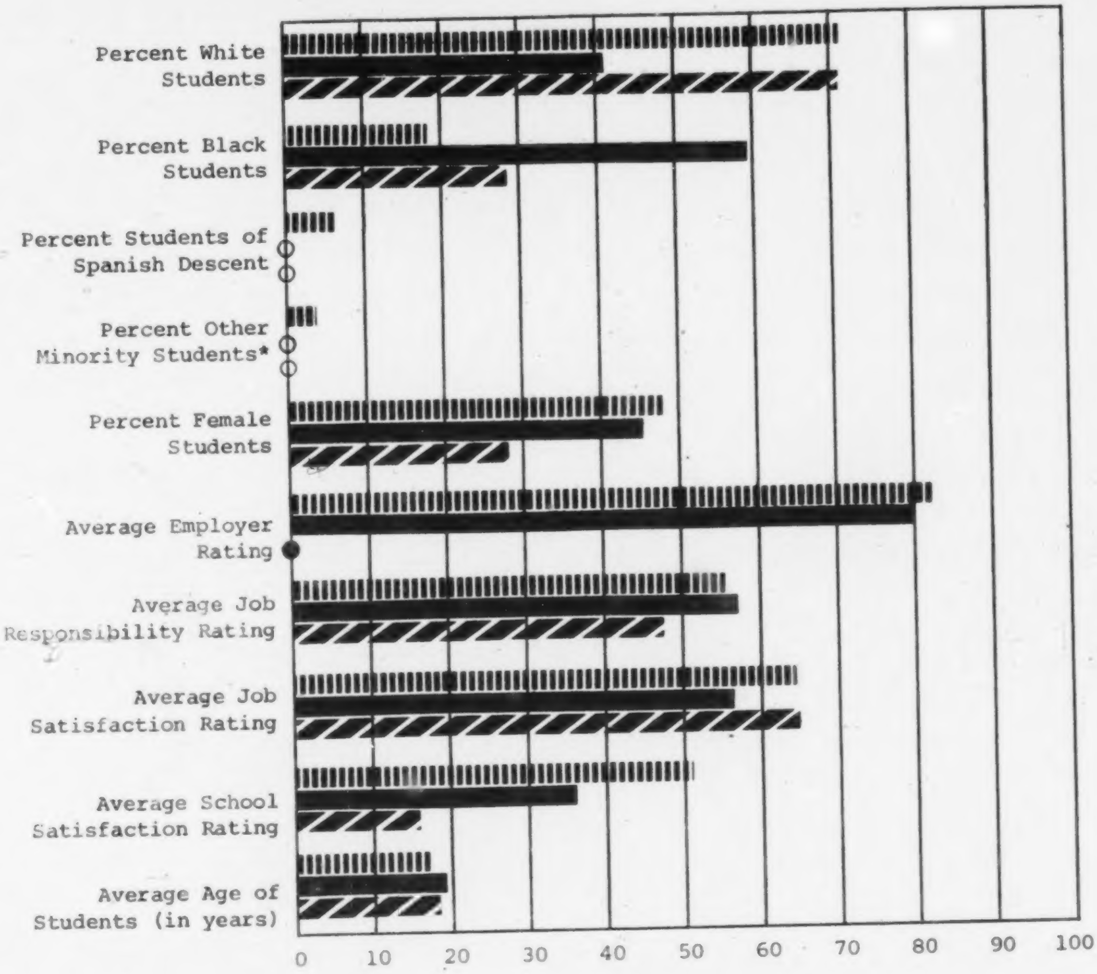
X. OBSERVER IMPRESSIONS

The Correctional Science Program is unique and is operating with a significant degree of success.

The coordinator of the administration of justice department stated that the program has a comparatively low rate of recidivism. Twenty-two tutors started in the program. Thus far, seven have dropped out. Of this number, two have returned to the program, three have been arrested, and two are serving time in jail.

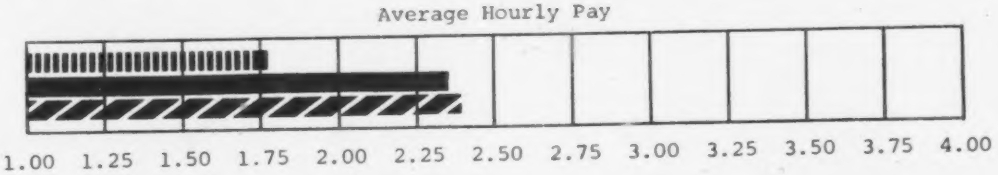
One probation officer was asked whether successful participation in this program by tutors would warrant reduction in parole or probation. He commented that no specific arrangements have been suggested; however, he mentioned two tutors, in the program for 2 years, who might benefit from such a proposal. He foresees that these students may soon be eligible for release.

NEW HAVEN, CONNECTICUT
SCHOOL PROGRAM AND CAREER EXPLORATION (SPACE)



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Major Industrial Center

Sample Size

7 Nonparticipating Students
22 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

NEW HAVEN, CONNECTICUT

SCHOOL PROGRAM AND CAREER EXPLORATION (SPACE)

I. OVERVIEW

Wilbur Cross High School, one of three city high schools in New Haven, is the only one participating with the Southern Connecticut Bell Telephone Company in the School Program and Career Exploration (SPACE) Program. The program originated from a joint interest on the part of the chamber of commerce, the high school, and the phone company. It began in 1968 and was allowed to continue during the company's economic downtrend of 1969 because several phone company staff members (middle- and upper-administrative level) refused to abandon the program. Other operations within the company were cut that year, but not the work education program.

The high school, which is approximately 50 percent Black, is a comprehensive school with a newly built wing devoted to vocational technical training. According to phone company representatives, the company began the program for the purpose of helping the community reduce the high school dropout rate by providing students with jobs which they hoped would build the students' self-confidence.

Although training for jobs with the phone company is the direct thrust of the work experience (75 percent of students trained have been hired by the phone company in well paying jobs), the overall objective is to build positive self-images and facilitate students' attempts to become successfully employed.

II. PROGRAM ORGANIZATION

A. Primary Objectives: According to program and company representatives, the goal of the program is primarily to reduce the dropout rate at the high school, but since the eligibility requirements for students are that they be seniors and have completed 1 year of English and history, it seems that the program cannot do much to reach students who have begun to drop out in their junior high school years.

The program better meets its other objectives of building students' self-confidence, providing them with experience in getting and keeping a job, and training students for available telephone company jobs.

B. Use of Advisory Committee: The program's advisory committee, which has 20 members, consists of representatives of the school's PTA, a civic organization, a university, the high school, and two Black organizations. It meets once a month to interpret the needs of the students and to provide assessments and recommendations concerning the program's curriculum and job training at the work site. Its role is advisory.

C. Sources of Funding: Although the program receives Federal, State, and local funds, it appears that the bulk of the funds come from Federal sources via the 1968 VEA Amendments.

III. ORGANIZATIONAL SUPERSTRUCTURE

The coordinator for the SPACE Program is directly responsible to the principal of the high school. All work experience programs, however, in the three city high schools are administered by the all-city coordinator. The other two city high schools have not as yet been given the opportunity to work with the telephone company's program and consequently have not been assigned work experience coordinators for their schools. The all-city coordinator is the driving force behind the program in the school system and is largely responsible for all job slot development.

In the work experience program there are, in fact, other employers besides the telephone company, but apparently the program is so dominated by the telephone company's participation that the work experience coordinators at Wilbur Cross High School tend to refer to this program as "the program with the phone company."

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The all-city work experience coordinator for the public school system is the main person behind these programs. He does the public relations work and the job slot development, and has been the liaison between employers and the school. The coordinator at the high school is primarily responsible for dealing with the students, including recruitment for the program. Teachers at the high school provide vocational technical training which is related to the training in the phone company.

V. STUDENT COMPOSITION

Presently there are 52 students in the SPACE Program. Of this number, 50 percent are Black and 40 percent are women. The students themselves are described as potential dropouts in their senior year in high school. Socioeconomically they are probably from lower middle class environments and are not planning to attend college.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The program is advertised through the local newspapers, the school's paper and bulletins, students, class presentations, school counselors, and the telephone company's newsletter.

B. Student Eligibility Requirements: The students must be non-college-bound (as determined by courses taken), be seniors, and have taken 1 year of American history and English.

C. Job-related Curriculum: The phone company supplies the school with some equipment to teach job-related electronics at the school. Also, students take courses in clerical practices, drafting, metals, typing, and business machines that will be of use on the job.

D. Counseling: Students are counseled at work, and at the high school by a guidance counselor and the program coordinator. These are generally not formally scheduled sessions.

E. Placement: The only placement done was with the phone company, in which 75 percent of the eligible students were placed in full-time jobs after graduation.

F. Followup: The program informally contacts students their 1st and 3rd years on the job. Occasionally, former students provide feedback through personal contacts with the high school teachers.

VII. WORK ENVIRONMENT

A. Types of Jobs: The students are trained as clerks, installers, and framers.

B. Training Procedures: The students are trained for specific jobs by the phone company's regular instructors, who are also responsible for training all phone company personnel. The students are therefore exposed to a comprehensive training program. In addition, the work education students receive personal counseling related to problems in their adjustments to work.

C. Employers: Southern Connecticut Telephone Company is the primary employer for this program, although other employers in the New Haven area also participate on a much more marginal basis.

D. Salaries and Other Benefits: All students in the program working for the phone company are paid $92.50 per week. They work on the job 2 full weeks at a time, and then return for 2 weeks of school. This alternating schedule continues for the entire senior year.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The telephone company actively supports the program and the students receive training in marketable skills. Of those completing the program, 75 percent are hired by the phone company and are paid quite well. The company's commitment to community improvement and its continuation and expansion of the program during trying economic times are certainly noteworthy.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

One drawback to the program is that it is presently offered only to students at Wilbur Cross High School (thus excluding the other two New Haven high schools). The city-wide coordinator was considering rotating the program among the three high schools in upcoming years, but he has also been suggested that work experience coordinators be hired for each of the other two schools and the program be operated in all three schools simultaneously. Other problems listed are that the program is not reaching enough students because of eligibility requirements imposed by the school board; athletes can't participate because of scheduling conflicts; other companies besides the present employer could be participating in the program more actively; there is a lack of support for the program by high school administrators; and the high school coordinator is tucked away in a closet of an out-of-the-way lab and has no phone, insufficient funds, and little recognition from the high school administration. The program has, however, attracted outside recognition.

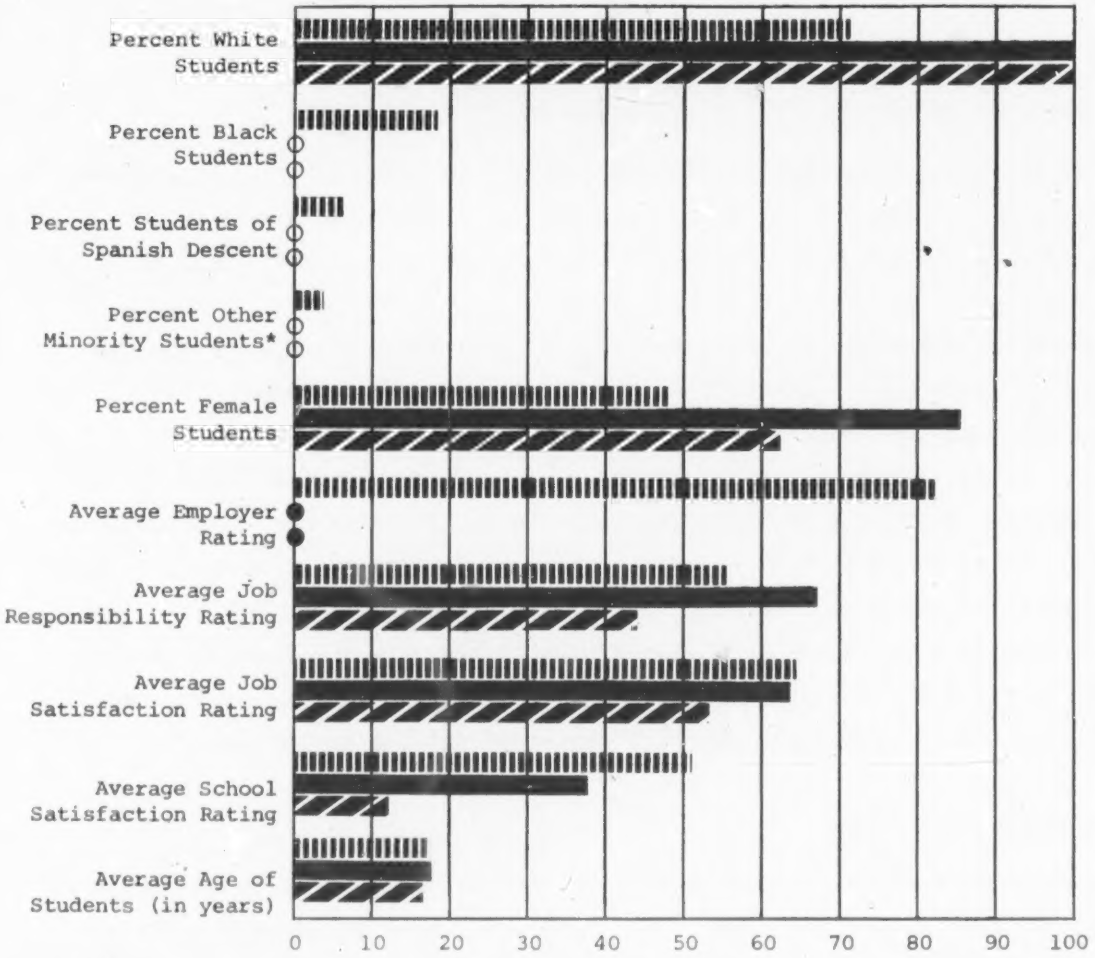
X. OBSERVER IMPRESSIONS

The program is well coordinated and administered by the all-city coordinator and by the high school personnel. The phone company representatives are strongly behind the program and are sensitive to the needs of hard-core students. The coordinator maintains the respect of the business community and assumes responsibility for finding jobs for students in the program. It was indicated that the high school administration does not support the program adequately.

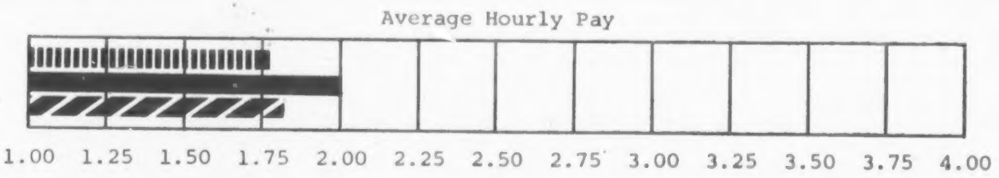
The students who are not college bound receive excellent training and well paying jobs with the phone company in 75 percent of the cases. The high school dropout rate is not really being decreased significantly by the program, since dropouts must be identified and worked with at a much younger age, when the dropout rate is at its peak.

SIMSBURY, CONNECTICUT

DIVERSIFIED WORK EXPERIENCE PROGRAM: DISTRIBUTIVE EDUCATION SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	8 Nonparticipating Students
Primary Purpose:	Career Exploration	21 Participating Students
Industrial Setting:	Bedroom Community	

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

SIMSBURY, CONNECTICUT

DIVERSIFIED WORK EXPERIENCE PROGRAM: DISTRIBUTIVE EDUCATION SEGMENT

I. OVERVIEW

The program was initiated in 1964 following an evaluation of the schools in the area which indicated that, as with many affluent schools, there was not a great deal of training for vocationally directed students. College prep was top heavy. In the first year following this evaluation the school district set up and funded the Diversified Work Experience Program. The preference for 100% local funding of the program was also seen in Concord, Massachusetts, and seems to reflect the history of autonomous schools in the area.

Simsbury High School, housed in a new modern building, has 130 students in the program. Sixty-five of these students are in jobs generally subsumed under the category distributive education. They attend classes at school each day until 12:30 p.m. and then are released for jobs. Employers are plentiful. The school is located in a suburban bedroom community near Hartford, Connecticut. The residents of the community were described as upper middle class.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary purpose of the program is to familiarize students with the world of work and/or different occupational areas (i.e., career exploration).

B. Use of Advisory Committee: An advisory committee meets once a year and is made up of members from the chamber of commerce, auto repair shop owners, and representatives of health care facilities. The Cooperative Vocational Education Association (COVE) meets once a month to discuss local vocational education problems.

C. Sources of Funding: The school's budget for this program is not a line item. The source of funding, however, is 100 percent through local taxes.

III. ORGANIZATIONAL SUPERSTRUCTURE

The non-teaching program administrator/coordinator has at his disposal two guidance/career counselors and two job placement specialists. They all report directly to the principal.

The Diversified Work Experience Program is a large program with 130 students. All students interviewed for this study are drawn from the distributive education area. Other occupational areas represented in the program are office occupations, with 24 students; health occupations, with 13; and agriculture, occupational home economics, technical occupations, and trade and industrial occupations, with 7 students each. There are no other work education programs in the school.

The administrator/coordinator is chairman of the Advisory Council for the Innovative Valley Education Cross Registration Program, which is an arrangement whereby 10 communities in the area cooperate to exchange students when openings are available in one or another of the schools' various occupational classes. The school cooperates with this program for placement in classes.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The administrator/coordinator has indicated that the large number of students in the total program (130) has made it impossible to give as much individual attention as might be desirable. Next year, participation will be limited to seniors. The high school does have a bustling, well-staffed counseling center which gives counseling to students at their request. The administrator/coordinator is located in an office in the counseling area.

V. STUDENT COMPOSITION

There are 130 students in the total program, 65 of whom are in the Distributive Education Segment chosen for the study. Members of minority ethnic groups are small in number, and 40 percent of the students in the program are female. The preponderance of the students are college bound.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Advertisement for students is done by brochures and by word-of-mouth in the school.

B. Student Eligibility Requirements: Good academic standing is the only eligibility requirement. The program is not principally concerned with dropouts because the school dropout rate is so small. However, a few potential dropouts have been taken into the program and have finished school.

C. Job-related Curriculum: Students in the Distributive Education Segment do not receive job-related instruction in school. However, students in other occupational areas, such as office occupations, do receive job-related instruction.

D. Counseling: Both a high school counselor and the administrator/coordinator are available on an ad hoc basis. Also available are the two job placement specialists.

E. Placement: Twenty percent of the students in the program make the initial contact with an employer for a job slot, but the administrator/coordinator does not allow them to begin work until he has personally interviewed the potential employer, briefed him about the program, and obtained the necessary cooperation. The other 80 percent of job slot development is through repeated use of participating employers and calls from employers seeking students for work. The administrator/coordinator has no problem in finding job slots to fit student preference. As for job placement after graduation, he does no systematic placement and maintains no records. He makes his contacts available to graduating students looking for good training programs and jobs. His estimate was that 55 percent of the students were located in positions related to their training.

F. Followup: There is no organized followup program.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students in the Distributive Education Segment of the program were placed in retail sales and management positions (40), as stock personnel in retail stores (21), and in advertising (4).

B. Training Procedures: On jobs in grocery stores, students are trained on the job by reading grocery store operations manuals. Most students in this program are trained on the job.

C. Employers: The employers interviewed felt they had an excellent relationship with the school. They would recommend the program to other employers and were willing to expand their participation. They appreciated the fact that students were released from school and hence available at hours other than the usual free hours.

The Amalgamated Meat Cutters Union represents all of the employees (after 30 days) at one food store. The union does not actively work with the program, but it does require students to join.

D. Salaries and Other Benefits: Of the employers interviewed, the students received $1.85 per hour to start and after a period of time they received $.05 to $.10 more per hour. This is the same pay rate as for regular employees.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The administrator/coordinator attributes the success of the program to: The high quality of students in the program (college-bound students are utilized in the program, not the poor students); the lack of administrative "red tape"; and community respect for the program.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

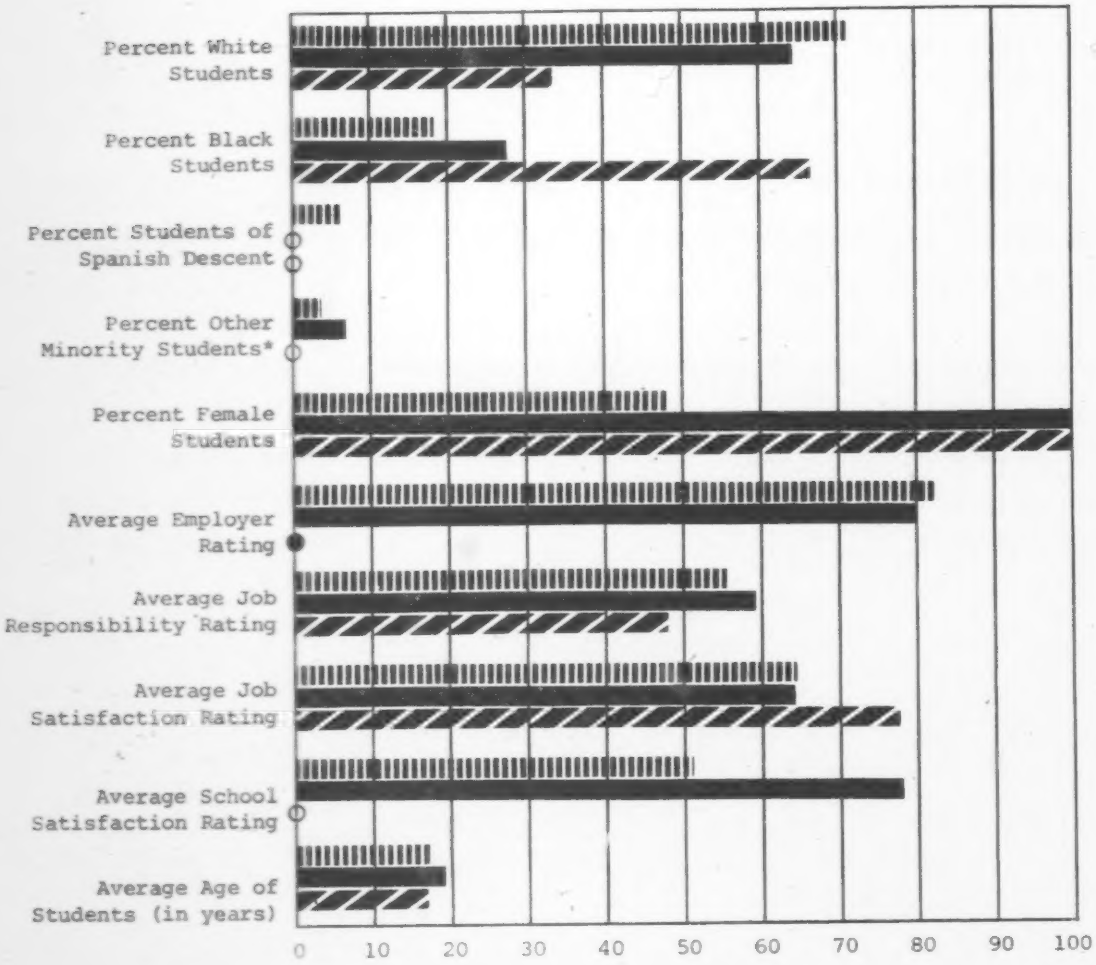
There is a need to better relate the academic work with the jobs students are getting and a need for more staff to cope with the larger number of program participants.

X. OBSERVER IMPRESSIONS

As with many of the programs visited, the school is new, modern, spacious, and conducive for accomplishments.

It would appear that students with high dropout potential are not sought out for special attention here, and the program is really to be a work discovery program in which students can be released from school to see what goes on in various types of businesses and trades. They receive academic credit and pay for their efforts.

DOVER, DELAWARE
CHILD CARE PROGRAM



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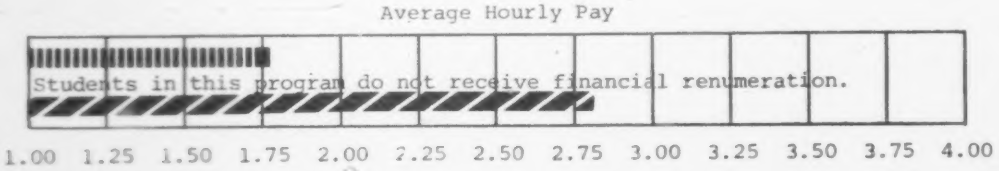


Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	3 Nonparticipating Students
Primary Purpose:	Specific Occupational Training	14 Participating Students
Industrial Setting:	Farming Region	

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

DOVER, DELAWARE

CHILD CARE PROGRAM

I. OVERVIEW

The Kent County Vocational Technical Center serves all five school districts in southern Kent County, Delaware (one of only three counties in the State). Students are bussed from their academic high schools to the vocational technical center every day for a half-day session and remain in their home high school for the other half of the day.

The Child Care Program, which has been in operation for approximately 8 years, is located in one wing of the Kent County Vocational Technical Center, which was built in 1965. The wing itself is newer than the school, since it was added only 2 years ago. It is spacious, airy, colorful, and functional; in short, it is a well equipped laboratory for training students in child care. Four days a week (not Mondays) the child care lab is visited by children whose parents pay $20 per year to have them cared for by high school students.

The program is located in a primarily rural area, immediately adjacent to the State capital (Dover). The students come from all high schools in the county and represent a cross section of socioeconomic classes.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The Child Care Program is intended to train students for work in child care and development centers (as related to infants and young children).

B. Use of Advisory Committee: The advisory committee is composed of representatives of day care facilities and a Head Start program, private nursery proprietors, public school kindergarten teachers, and former and present students. The committee provides suggestions for curriculum improvements, program policies, and purchases. It also provides contacts for placing students in work study training slots, and in full-time jobs after the completion of training.

C. Sources of Funding: The program receives Federal, State, and local funds. Most of the funds are through the 1968 Vocational Education Act Amendments.

III. ORGANIZATIONAL SUPERSTRUCTURE

This program is one of several vocational technical programs offered at the Kent County Vocational Technical Center. The administrative structure consists of the high school administrators and counselors who cooperate with the center's programs within their own home schools, and the administrators of the vocational technical center who directly supervise the center's coordinators and teachers.

The only real working relationship with other programs are with the public elementary schools of the county since some of the program's students are placed with various kindergarten teachers as teachers' aides for on-the-job training experiences. The kindergartens are used for job slots because there are very few child care facilities in the county where students can get work and permanent placement after training.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The teacher/coordinator acts as administrator, job slot developer, and teacher for the program. She has established a close relationship with the students and has provided the necessary counseling in job and personal problems. Since the students stay in the program for 3 years, they usually become very close to the teacher/coordinator. She knows them well enough to judge which jobs each students will feel comfortable in and tries to place students accordingly. Her other responsibilities include followup and job placement activities for students completing the program.

There are two other teachers in the program who are responsible for teaching.

V. STUDENT COMPOSITION

As of September 30, 1972, there were 111 girls in the program (as of yet no males have enrolled). Fewer than 1 percent of the students are members of minorities.

Originally, the Child Care Program was used to channel girls of limited academic aptitude and emotional stability into this field. Although many of the girls in the program at present are weak in communication skills, the students have been upgraded considerably in terms of quality, primarily through screening and personal efforts of the teacher/coordinator. Several of the current students are foster children and have serious emotional problems. The teacher/coordinator and the employers have been able to alleviate some of these problems through counseling.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Guidance counselors in the county's academic high schools give a slide presentation on the program to interested students. This presentation reaches about 2,500 students every year.

B. Student Eligibility Requirements: Students are required to take the GATB test and must score 70 percent on numerical ability (average for all 9th graders is 90 percent), 87 percent on clerical, and 74 percent on motor coordination. Applicants must have a sincere interest in working with children.

C. Job-related Curriculum: Three years of job-related curriculum are provided. The 1st year is mainly classroom instruction, using criteria based on behavioral objectives as a standard for teaching techniques and skills. The classroom itself has a partitioned section which is reserved for the school's child and infant care nursery (or "lab"). Second-year students operate the school's day care nursery and are responsible for all aspects and planning and implementation. In the 3rd year, the students are placed on jobs, where they spend 1/2 day for training away from their home academic high schools.

D. Counseling: The teacher/coordinator gets to know the students quite well as individuals, and provides counseling for school, work, and personal problems. She schedules conferences once a month for this purpose. Also, the academic high school has guidance counselors who are available when needed. The program also uses the counseling staff of the vocational technical center.

E. Placement: Last year, none of the students completing the program were placed through the program. The new coordinator is achieving better success in job placement for graduates, but child care employers who can hire permanent employees are still extremely limited in terms of size and number. Seventeen percent of last year's students placed themselves in work after graduation. The present teacher/coordinator tries to find jobs only for those students that she feels are suited for permanent child care work. This year she recommended 50 percent of the graduates for jobs in the field.

F. Followup: The guidance counselor from the school sends former students questionnaires and makes phone calls soliciting information on their present status. Students also phone the teacher/coordinator to request leads on job openings.

VII. WORK ENVIRONMENT

A. Types of Jobs: There are two areas in which students can work: Private and public day care centers and public elementary school kindergartens.

B. Training Procedures: Private day care and nursery sites simply place students on the job, since they have already had 2 years of training. Some employers indicated the need for training the students to work with a larger group of children than they are used to in the school's child care lab.

C. Employers: Employers consist of public school kindergartens, and private and public child care facilities.

D. Salaries and Other Benefits: Although all other work experience students in the vocational technical center receive pay, most of the girls in the Child Care Program are not paid for their work. Two girls at one church-related school were paid $1.50 per hour for 7.5 hours each week.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The students who complete the 3-year program have received a well-rounded training in child care, both in a school-run nursery and in an OJT situation.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Employers have given the following reasons for not hiring students: There is no transportation except school buses between the academic high schools and the vocational technical center; private schools are too small to hire additional workers; some girls in the program have poor writing and reading skills which keep them from obtaining kindergarten aide jobs on a permanent basis; and these students at age 17 or 18 are markedly less mature and settled than other applicants with whom they compete for child care jobs.

The teacher/coordinator said she could only recommend 50 percent of her students this year for jobs related to child care; she felt only half of them were sincerely interested or able to do this kind of work.

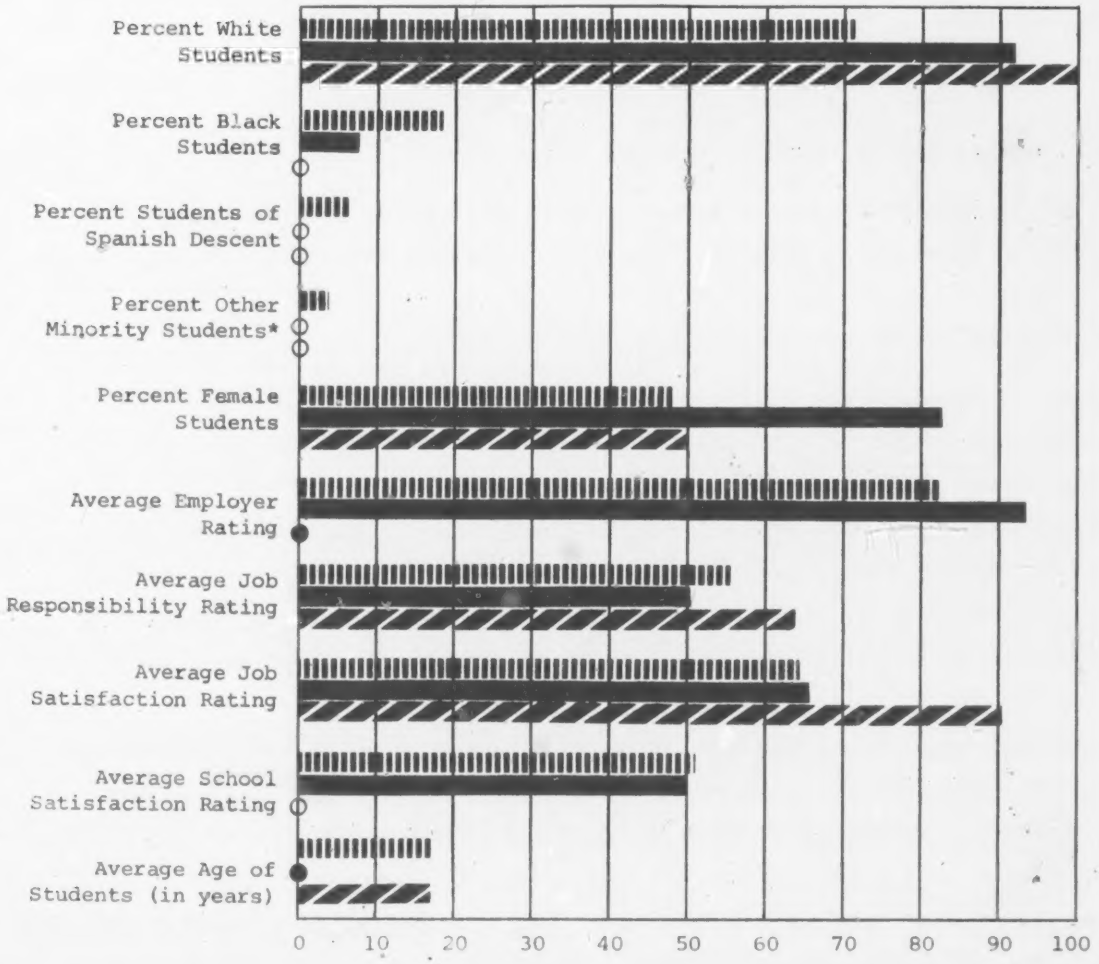
Placements through the program have been very disappointing, primarily because of the lack of child care work in the community and the sub-minimum wages prevailing in this field.

X. OBSERVER IMPRESSIONS

Many of the girls suffer from poor family backgrounds, lack of relevant jobs in the community, no pay when they work as aides, and too little pay to live on as full-time employees after graduation. The bright spot is that the program maintains excellence in student training and school facilities, and that the teacher/coordinator is sympathetic and personally helpful. The most valuable aspect of the program for the students may be the 3 years of good training and sympathetic personal help and counseling they receive from the program staff.

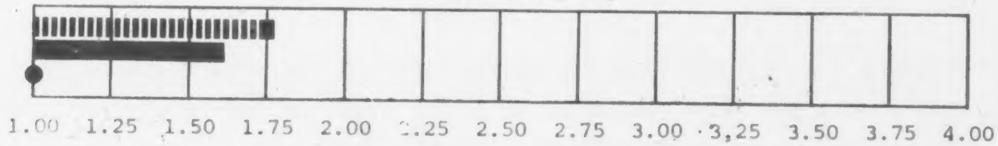
NEW CASTLE, DELAWARE

COOPERATIVE EDUCATION PROGRAM: HEALTH SERVICES SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level:	Secondary
Primary Purpose:	Dropout Prevention
Industrial Setting:	Single Industry Area

Sample Size

2 Nonparticipating Students
12 Participating Students

▥	Mean of all participating secondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

COOPERATIVE EDUCATION PROGRAM: HEALTH SERVICES SEGMENT

I. OVERVIEW

Three and one-half years ago, the educational resources staff of the New Castle school system developed a work education program to be implemented in its schools. It was 1 year, however, before the Cooperative Education Program was finally established and running.

The Cooperative Education Program is currently operating in a middle school and a high school in New Castle, Delaware. Both schools are located in a middle-class suburban environment where few ethnic or racial minority students are represented.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The stated and much emphasized objective of the work education program in New Castle is to improve the self-concept of the student, as well as to improve his chances of staying in school and succeeding after graduation. Jobs and wages are therefore not viewed as a primary goal of student participation in the program, but rather as a means of hopefully achieving future benefits.

B. Use of Advisory Committee: The program's advisory committee consists of politicians (including the mayor), representatives of business and industry, guidance counselors, school administrators, and teachers. The committee meets 6 times a year to review the program. A course on job opportunities has been offered to students as the result of a suggestion by the advisory committee. The committee has also recommended a course in biology for nurses, which will be added to the program next year.

C. Sources of Funding: Although at its inception the program received local and Federal funds, at this time only State funds are used. It is anticipated that new Federal funds will be received in the future.

III. ORGANIZATIONAL SUPERSTRUCTURE

The program was originated by the staff of the New Castle Educational Resources Department which, after implemention, continued to administer and coordinate the program. There is a coordinator in the middle school and one in the high school both of whom are directly responsible to the assistant principals in their respective schools.

The Health Services Segment of the program is in its 3rd year of operation and is relatively small in number of participating students having seven in the middle school (8th graders) and 14 in the high school. Nine of the 14 high school students are in a probationary period with the employer, preceding systematic training as nurses' aides in a privately owned nursing home.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The two coordinators, for the middle and high schools, are responsible for developing jobs, coordinating and administering the program, and counseling students. There are no teachers to provide health care instruction at these schools.

V. STUDENT COMPOSITION

There are 140 students in the total program. They are generally from White, (92 percent), middle-class, suburban homes, and have been identified as potential dropouts. They have shown signs of alienation from school and parents, and usually have formed poor self-concepts.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Rather than soliciting student applications, school counselors use their files to spot potential dropouts. These students are approached by program coordinators and asked if they would like to be included in the Cooperative Education Program.

B. Eligibility Requirements: To get into the program a student must be a potential dropout; be at least 14 years old; and have minimum qualities of character and motivation. However, the program is looking for students who are not irrevocably alienated by school.

C. Job-related Curriculum: All students in the program take a course entitled Job Opportunities, which teaches the art of getting and keeping a job. While students in the Health Services Segment now receive no additional job-related instruction, beginning next year, the school will offer a course in biology for nurses' aide training.

D. Counseling: The program coordinators, career guidance counselors, and regular counselors in the schools all counsel students informally.

E. Placement: Since there have been no graduates, there has been no need for placement of students completing the program.

F. Followup: As with placement, since there have been no graduates, the program has not had an opportunity to become involved in followup activities. For the middle school students, however, continuation in the high school program serves as a form of followup.

VII. WORK ENVIRONMENT

A. Types of Jobs: The jobs included in the program are nurses' aide, in private and State geriatric homes and general hospitals; maintenance at a State hospital; recreational aide; and food service worker in a health services facility.

B. Training Procedures: At one site, the students learn how to do maintenance tasks with the aid of slide-tape presentations. At the other sites, employers rely mainly on OJT, with little or no formal instruction.

C. Employers: Employers interviewed included a private nursing home and a State health center.

D. Salaries and Other Benefits: Students are generally not paid in the program, but three students are paid with NYC funds and one student working on a continuing basis at a nursing home is being paid.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

Students are identified for the program at an early age, when they exhibit behavior indicating a poor self-concept and aversion to school. Each student meets with program staff, parents, and employers at the outset of his participation in the program. At this meeting a four-way agreement is made which delineates the nature of the program and each party's responsibilities. Parents are actively included in the program. According to the coordinators, parents' enthusiasm and interest invariably grow, the longer their children participate in the program.

Parents do not fear that their children are being channeled into non-college occupations, since their children have already indicated that they will probably not remain long in school or go on to college anyway. The parents are thankful for the noticeable improvement in their children's confidence and performance. As a result, the students receive more parental respect and understanding, which leads to a better self-image and improved chances for future success, both in school and in the job market.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

A still unresolved problem is the lack of public transportation in New Castle resulting in students having to provide their own transportation to and from work. Other problems are the lack of job-related instruction, and the fact that students are channeled at age 14 into caring for the aged. Students at this age run the risk of spending 4 years in a often depressing environment and being cut off from school activities to some extent. Of concern also was the fact that principals were not included in the initial planning and development of the program. As a result, the developers of the program had to spend 1 year selling the program to the administrations of the appropriate schools before getting under way.

X. OBSERVER IMPRESSIONS

The program, although suburban and non-minority oriented, is intended to keep potential dropouts in school by providing work experiences as an incentive. By reaching these students at an early age, the program is striving to achieve this goal.

The program is unusual in the young age of the enrollees with only the WECEP programs and some NYC programs having students as young as 14.

For the coordinators of this program, the type of job the student does is not so important as the fact that the student is working. The "work ethic" concept is a powerful tool for the youngsters to use in building a healthy self-image and in gaining the respect and support of parents who often have not given much support in the past. The jobs for which students are hired are menial in nature, but are as a means to a better end in the future.

MELBOURNE, FLORIDA

DIVERSIFIED COOPERATIVE TRAINING PROGRAM

I. OVERVIEW

When the Depression began in the 30's, schools in Florida were unable to provide adequate vocational training because the schools lacked equipment, supplies, and funds. In 1933 in Jacksonville, Florida, businesses in the community along with the schools assumed the responsibility of training students, and one of the first Diversified Cooperative Training (DCT) Programs was started. Later other cities and States became interested, and by the 1940's DCT programs had been formed all across the country.

The DCT Program in Eau Gallie High School was initiated 5 1/2 years ago in cooperation with the vocational director of the Brevard County School System and the principal of the local high school. The program started in Florida, in the 30's was based on the concept that "all students should have an opportunity to develop their skills (interests, aptitudes, and abilities) in order to achieve vocational security." The program at Eau Gallie has set this goal as an important objective.

The high school is located in a middle-class residential area which is near the business section of Melbourne on the east Coast of Florida. Since the businesses are fairly close to the school, they are easily accessible for student placements.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the program is to train students to work in selected occupational fields. In order to achieve this objective, the program provides opportunities for students to develop vocational competencies by placing them in jobs, and by promoting and emphasizing positive student attitudes about themselves, the school, and their jobs.

B. Use of Advisory Committee: The advisory committee consists of representatives from a local hospital, telephone company, television station, and insurance company. The advisory committee serves the district rather than the school. While the director of the Melbourne Chamber of Commerce is not on the committee, he hires students and is responsible for a great deal of publicity for the program.

Some of the committee's responsibilities are advising for the program, suggesting improvements, promoting public relations, and providing feedback from the community.

C. Sources of Funding: The program is primarily funded by the 1968 Amendments to the Vocational Education Act, Part G. The Federal funds are administered through the State Department of Education. The budgeted amount for 1972-73 is $13,000. This amount includes all expenses: The teacher's salary, building maintenance and telephone costs, $300 for travel, and $300 for equipment. Local taxes pay part of the teacher's salary. The student fees of $.75 a week pay for membership in the State Cooperative Education Clubs of Florida. From these fees, students allocate $1,500 a year to attend State conferences.

III. ORGANIZATIONAL SUPERSTRUCTURE

Program personnel consist only of the coordinator. Except in a few cases, every school in Florida has one or more DCT programs. Within Brevard County (which includes Eau Gallie High School), there are six programs.

The Eau Gallie coordinator works very closely with the coordinators from the three other high schools in the area. Many businesses accept students from each of the programs. The employers think more in terms of the DCT programs as a whole, rather than in terms of separate programs each representing individual schools.

The Eau Gallie program maintains strong ties with the State DCT and follows its guidelines for program organization very carefully. The coordinator serves as district advisor for 13 programs in the DCT clubs of Florida.

The other work experience programs in the school are Job Entry (46 students), Distributive Education (7 students), Auto Mechanics (5 students), and Home Economics (20 students).

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator was most impressive. She has formed an excellent rapport with students, school personnel, employers, and personnel from other programs in the community. She has total responsibility for classroom instruction in job orientation, student personal development, and coordination of on-the-job training experiences.

V. STUDENT COMPOSITION

There are 25 students enrolled in the program. Of this number, 4 percent represent a minority ethnic or racial group and 55 percent are female.

Students who are selected for the program are not economically or academically disadvantaged. The students in the program have good class attendance and grades and are motivated to continue in school and pursue training in a vocational occupation.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: There are no formalized recruitment activities. Students already in the program help to recruit by word-of-mouth, and the school counselors refer students to the program.

B. Student Eligibility Requirements: The student eligibility requirements are as follows: A C average or above; a good attendance record; interest in a vocational area; willingness to go to work; teacher recommendations based on evaluation of attitudes and maturity level; and medical and dental examinations. The coordinator must be able to place the student in a job related to his interests, and the student must be employable.

C. Job-related Curriculum: The program provides job-related instruction with students taking a DCT class for 2 hours a day. The 1st hour is devoted to discussing general job adjustment problems, and the 2nd hour is devoted to related study in vocational areas and group counseling.

D. Counseling: All students in the program take a 1-hour class to discuss their problems with the coordinator. Since all students meet together, the class is geared towards group discussions.

E. Placement: The program conducts placement activities and maintains placement records. Last year, 95 percent of the students were placed through the placement program and 100 percent of the students were placed in positions related to their training.

F. Followup: The program conducts informal 1-year and 5-year followups on students. The coordinator encourages students to keep in touch with her for recording job success and for possible counseling.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are placed in a wide variety of positions, including librarian assistant, horse breeder and trainer, typewriter repairman, telephone operators, nurse's aide, cashier, animal caretaker, typist-general office worker, news layout trainee, salesmen, bank assistant, custodian, warehouse assistant, and camper repairman.

B. Training Procedures: Three of the employers interviewed have formalized training procedures. In the hospital the student is given a 1-week training course on the basics of hospital functions, and a 2 1/2-week training course in beginning nursing. For the telephone company, students must enroll with the program in the spring to be employed during the summer as full-time employees. During the spring, the students take a 2 1/2-week training course. When school starts the students are hired through the program as part-time employees. In the chamber of commerce, students are required to review the procedure and policy manual as an orientation to their training.

C. Employers: The employers interviewed included a hospital, telephone company, library, and community service agency (chamber of commerce). They were all supportive of the program and would recommend the program to other employers. All employers commented that they would not be able to expand their programs, for one of the following reasons: Company policy permitted only a certain number of part-time employees; budget limitations were prohibitive; or student scheduling of classes would have to be changed.

D. Salaries and Other Benefits: Students' salaries ranged from $1.40 to $2.43 per hour. For regular employees the salaries ranged from $1.60 to $2.43 per hour. No company benefits were mentioned.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The DCT Program at Melbourne is a successful program. The program coordinator has established an excellent working relationship with the students and school personnel in other DCT programs. She has written a learning packet for students entitled "Work Attitude". This material is highly praised and in demand by DCT coordinators in Florida. She follows the State guidelines for DCT programs very closely, and has fostered a very strong and active DCT club participation in which students seem to develop prolonged interests in jobs and school work. The chamber of commerce constantly publicizes and promotes the DCT Program so the community is aware of it and feels it has an excellent reputation.

In addition, many employers feel they have an obligation to participate and many want to place students in their businesses. The coordinator receives from 150 to 200 applications a year. However, she keeps the enrollment down to no more than 24, which is the number set by the State. She is thus able to maintain control of the program. The total development of the student is promoted, not just vocational skills. Personality development, dress, work habits, and grades are all stressed.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Problems of the DCT Program included the need for a larger room for group meetings and classes and the need for better communication among the various types of work education programs within the high school. All programs are in competition for the same training slots and employers. Perhaps the coordinators could establish limits in each program for student placements. The DCT coordinator feels that the dropout prevention type programs are a threat to the good reputation established by the DCT Program.

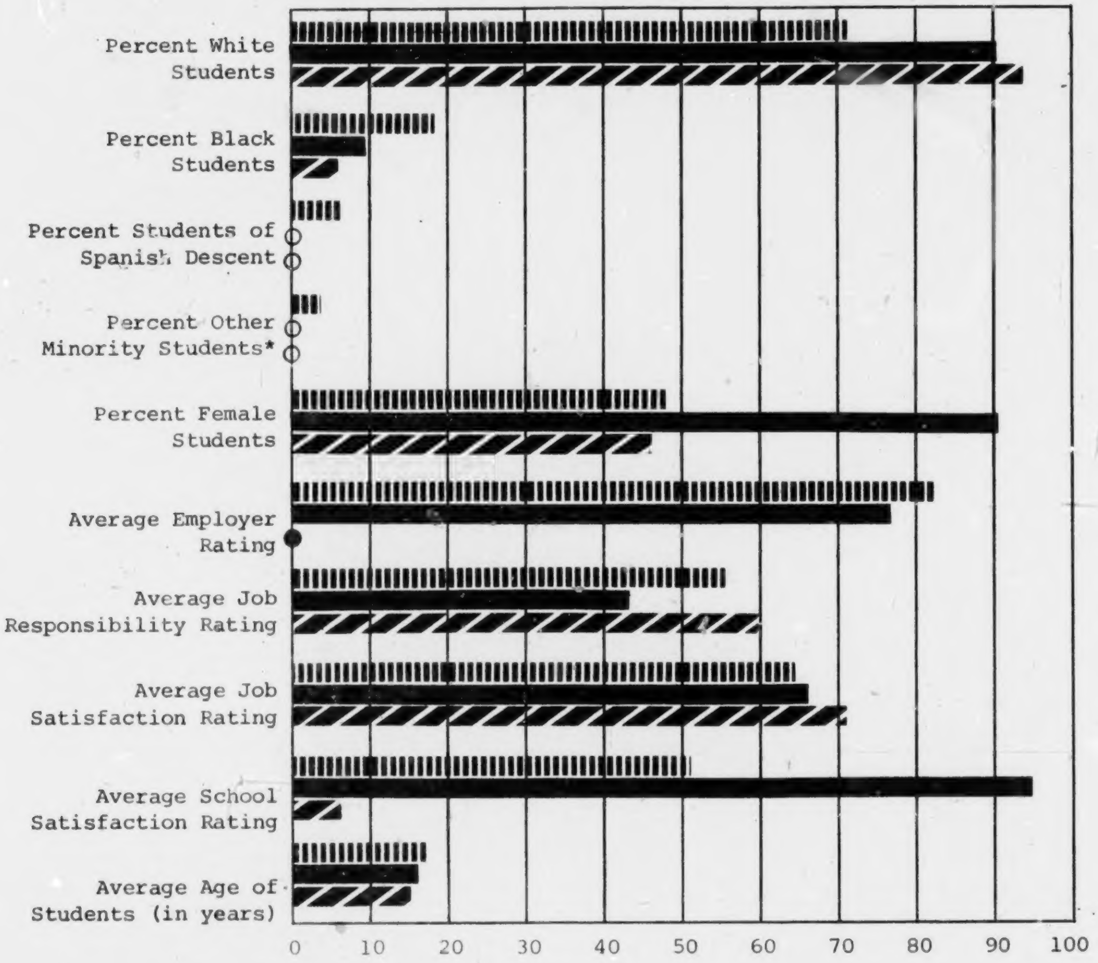
X. OBSERVER IMPRESSIONS

The program coordinator provides excellent coordination and supervision. She has a pleasing personality, yet she is firm with the students. The dress codes are quite strict (even more rigid than for the school), but students adhere to the regulations in order to stay in the program. Along with these strict dress codes, the coordinator strongly emphasizes the importance of student responsibilities and personality development.

There seemed to have been confusion among employers who did not know what program the students were from or what schools they represented. This is probably due to the fact that the programs from all three schools in the area are closely coordinated.

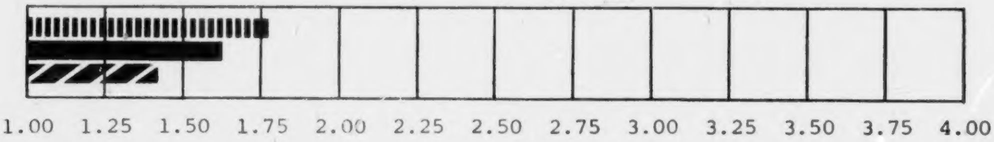
JASPER, GEORGIA

COORDINATED VOCATIONAL ACADEMIC EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Dropout Prevention
Industrial Setting: Bedroom Community

Sample Size

15 Nonparticipating Students
21 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

JASPER, GEORGIA

COORDINATED VOCATIONAL ACADEMIC EDUCATION PROGRAM

I. OVERVIEW

Four years ago Pickens High School in Jasper, Georgia, was faced with a 62 percent dropout rate and very little career or vocational education. School officials, in desperate need of finding ways to motivate students and improve the curriculum, initiated the Coordinated Vocational Academic Education Program (CVAE) in Jasper, Georgia, to provide students with jobs and related classroom instruction. The program was developed on the assumption that by "interlocking" classroom instruction with job training and work experience, students would develop positive attitudes towards school, others in the community, and most importantly, themselves.

During the 1st year of the program, with the total school committed to reducing the dropout rate, the percentage of students dropping out was reduced from 62 percent to 31 percent.

Pickens High School is the only high school in the county. Before the CVAE Program began, students who wanted vocational training attended the vocational technical school, which serves five counties.

The high school is located about five blocks from the main intersection of town and is, therefore, situated near the business district. Since most of the students are bussed to school, they can be conveniently placed in jobs the town without the problem of transportation from school to work. Jasper is located in a rural area about 65 miles north of Atlanta.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the program is to prevent students from dropping out of school. The program, in order to achieve this objective, aims to improve: Student growth (by developing positive attitudes and self-concepts); student work habits (by including in the curriculum information common to most occupations, such as an employee's responsibilities, how to keep a job, etc.); vocational and academic skills (job entry level skills for senior high students); and career guidance counseling.

B. Use of Advisory Committee: The advisory committee consists of representatives from the Pickens Area Vocational Technical School and Pickens County Family and Children Services (welfare department), plus several Jasper businessmen and merchants.

The committee functions in an advisory capacity only. Suggestions are offered on areas of job placements for students, improvements in the school program, and public relations.

C. Sources of Funding: The program is funded by Federal, State, and local sources. The Federal funds (from the 1968 Amendments to the Vocational Education Act, Part G) are managed through the State Department of Education. During the 1st year in operation, the program was totally funded by the State. Local taxes, through the county school system, pay for teachers' salaries. Students' salaries in work study are funded 80 percent from State and 20 percent from local taxes. The State also contributes $500 for materials.

The coordinator is experimenting with a new source of funding for his program, the Private Enterprise Sector of Work Study. The State will provide 50 percent of a student's salary for the first 12 weeks he is in the program and the employer matches the State's 50 percent. After the first 12 weeks, the State pays only 25 percent of the student's salary and the employer pays 75 percent. Eventually the employer assumes responsibility for the student's entire salary.

III. ORGANIZATIONAL SUPERSTRUCTURE

The program personnel consists of a coordinator and four CVAE teachers. The coordinator's responsibilities include the overall management of the program, such as selection of students, classroom supervision and coordination, and selection of jobs for the work experience aspect of the program. The CVAE teachers provide instruction in related math and English, vocational agriculture, and home economics.

The State Department of Education provides funding for only 10 job slots for work study. Since there is a tremendous need for jobs for students (whether students are paid or not), the coordinator has developed a type of "cooperative work study" program which includes in addition to the 10 work study students: Nine students who are placed in similar positions and with the same employers but who work for experience only; 12 students who are paid in full by employers; one student who is working on the Private Enterprise Sector of Work Study, and 22 students who are in the program for credit only. (These students are not yet placed in jobs but receive two credits in the program.)

The program functions primarily for 9th and 10th grade students. The coordinator encourages 10th to 12th grade students to attend the area technical vocational school in Jasper in order to expand their skills and competencies in vocational areas. The 10th and 11th graders can go to the technical school for 2 hours a day to attend the special "cluster program" in their chosen vocational areas. The 12th graders are permitted to attend the school full time.

The program participates in the statewide Coordinated Vocational Academic Education Program, which holds regional meetings every 2 months with the State supervisor for CVAE. During this time, coordinators from different regions can learn about other programs, discuss problems, and offer suggestions for improvement. Also there is a chapter of VOCA (Vocational Opportunity Clubs of America) at the school.

There is only one other work education program in the school, the Vocational Office Training Program, which serves about 15 students.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator, who has overall supervision of the program, works well with the students and has earned strong support from the school administration and faculty. The innovative ideas, such as expanding the program to the area vocational technical school, experimenting with the Private Enterprise Sector for special funding, and actively participating in regional meetings and clubs, all indicate the significant role the coordinator has had in the success of the program.

V. STUDENT COMPOSITION

Of the 53 students in CVAE, 16 percent represent a minority ethnic or racial group, 62 percent are female, and 10 percent are physically handicapped. The students who are selected for the program are considered to be potential dropouts. They might be further described as being frequently absent from school, poor readers, and rather disenchanted with school. Some of the physically handicapped students have speech or visual impediments.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students are first screened by the eighth grade teachers, who make recommendations to the program. The students in the program give a special assembly to try to interest "prime" candidates for CVAE and invite prospective students to one of the VOCA meetings.

B. Student Eligibility Requirements: To be eligible for the program the student should be 16 years old and physically handicapped (students who need special motivation and attention because of physical impairments); emotionally handicapped (slow learners who are two or more grades behind); or socio-economically deprived (students whose family income is so low that they have to get a job to stay in school).

C. Job-related Curriculum: The job-related curriculum is based on general information related to the world of work. The CVAE classes are conducted through lectures and supervised laboratory experiences. The interlocking structure of the program (relating classroom work to job experiences) is functional in most of the CVAE classes, especially the home economics and agriculture classes where students can develop projects around their jobs.

D. Counseling: The coordinator counsels the students in the CVAE Program.

E. Placement: There is no formalized placement system for the program, mainly because no students have graduated. Most of the students from the CVAE Program attend the technical school to complete the 12th grade. However, the coordinator will provide assistance for students who want to be placed in a job.

F. Followup: There is no formal followup program as yet, because there have been no graduates from the program since it is so new and involves 9th and 10th grade students. The coordinator, indicating that he has maintained contact with students who have dropped out of school, reported that they had been able to successfully hold a job.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are assigned to jobs related to teaching (teacher's aide) (19), production work (7), sales (4), and food preparation (1).

B. Training Procedures: There are no formalized training procedures to orient students to jobs. Usually, on the first day, students are assigned specific tasks and then shown how to perform their duties. After the students have been on their jobs for a while, nearly all of their time is spent in actual work.

C. Employers: Employers interviewed included the owner of a drugstore, the principal of the elementary school, the owner of a cafe, and the director of the hospital's food services. Employers were generally supportive of the program. One employer commented that the students were no better or worse than regular employees.

Some employers felt that their companies had benefited in that the work load was lessened for regular employees, and the employers gained a feeling of fulfillment in helping students to develop self-worth and pride. All employers commented that they will continue to participate in the program.

D. Salaries and Other Benefits: Students who received pay for their work earned from $1.25 to $1.35 per hour. Regular employees in the same positions were paid a starting salary of $1.60 per hour. Company benefits, if any, were minimal. One student who worked in the dress shop received free food and clothes to take home.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

A program which accepts a "100 percent dropout" and then is able to maintain a 24 percent dropout rate, can be rated as a successful program. Moreover, the students' grades have increased significantly. The interlocking concept seems to have provided students with a meaningful goal-oriented curriculum.

The employers felt that the coordinator was most influential in the success of the program. The coordinator's ability to counsel was considered his most valuable asset.

The coordinator commented that the most interesting feature in his program was watching the students become motivated and enthused over school, work, and themselves.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

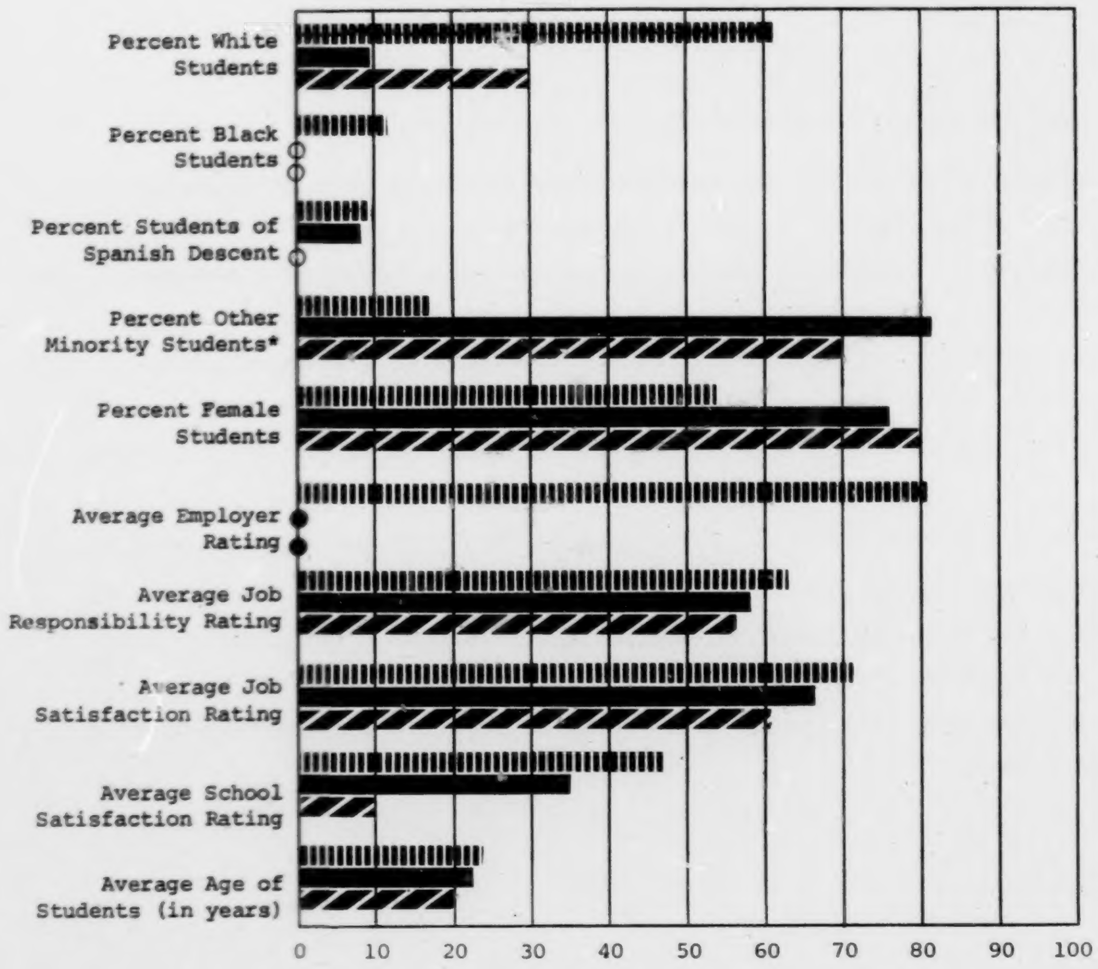
The problems cited include the need for more funds for program expansion, better qualified students to meet jobs requirements, more jobs for student placements, and counseling students before "set attitudes" have developed. The coordinator feels that working with students before they reach the eighth grade is mandatory. The community should take more of a responsibility in this effort, rather than leaving the responsibility totally up to the schools. The source of a student's problem is probably both the school and the home.

X. OBSERVER IMPRESSIONS

The coordinator spends most of his time counseling students. This seems to be one of the most important and significant features of the program. Work study and cooperative education elements were combined into one program. Students from both could be hired by the same employer and could be paid in different ways.

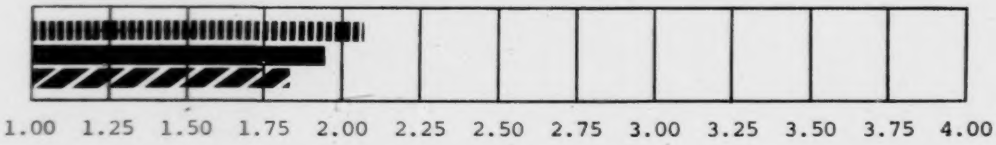
HILO, HAWAII

COOPERATIVE VOCATIONAL EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Postsecondary	10 Nonparticipating Students
Primary Purpose:	Specific Occupational Training	46 Participating Students
Industrial Setting:	Bedroom Community	

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

COOPERATIVE VOCATIONAL EDUCATION PROGRAM

I. OVERVIEW

The Cooperative Vocational Education (CVE) Program of the University of Hawaii's Hilo Community College is a diversified cooperative program started in 1970. The program is similar to those operated at other community colleges, in that it seeks to provide work experience related to vocational coursework.

Hilo is the largest town on the island of Hawaii. Its population is predominantly Oriental, native Hawaiian, and Caucasian. The program enjoys considerable political and industrial support and presently consists of 25 job stations located in private companies and in local government agencies.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective is to provide students with work experience related to their vocational coursework, with emphasis on office occupations.

B. Use of Advisory Committee: The advisory committee is made up of unions, employers, parents, students, and staff. It is very active in its role of advising, locating job stations, and providing publicity for the program. This appears to be one of the major keys to success of the program.

C. Sources of Funding: Funding is provided by the State and Federal Governments (Vocational Education Act as amended, Title III funding).

III. ORGANIZATIONAL SUPERSTRUCTURE

The head coordinator reports to the chief administrator and to the chairman of the business education department. All other community colleges in Hawaii have the same program as do the two local high schools. There were no indications of any working relationship between this program and the high school programs.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator is responsible for the guidance and selection of students; identifying training stations; adjustment of students to their work environment; improving training done on the job; assisting students in making personal adjustments; and directing vocational youth organizations.

The coordinator is extremely effective at this site. His family has lived in Hilo for many decades and he is extremely well connected in local political circles and in the local business community. He successfully markets his program in an aggressive manner, making full use of the media, personal contacts, and out-of-school affairs such as banquets and business-type meals.

V. STUDENT COMPOSITION

There are currently 63 students in the work education program. They make up a wide range of socioeconomic and ethnic backgrounds. The students could be classified as typical junior college students.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruiting of students for the program is handled by visiting classrooms to explain the program, by placing posters around the college, by printing a CVE newspaper and by word-of-mouth.

B. Student Eligibility Requirements: To be eligible for work in the program an enrollee must be a full-time student, and in the 2-year program he must have completed his freshman year. In the 1-year program he must have completed one semester of schooling.

C. Job-related Curriculum: Students are usually enrolled in classes that match their career interests.

D. Counseling: Counseling is provided on an on-going basis. Students are encouraged to talk with coordinators at any time they desire.

E. Placement: Coordinators are called whenever job openings occur at the various work stations. Students who meet a job's requirement are sent out to be interviewed. Usually three students are sent out to be interviewed for every available slot. Placement activities are conducted for students who have completed the program. About 50 percent of the students were placed through the program. Two-thirds of the graduates were located in jobs related to their training.

F. Followup: Followup is handled by telephone calls to former students, and records are maintained. Students are also asked to call and give reports on themselves. Because of the insular nature of Hilo, followup is relatively easy.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are hired mostly as clerk typists, sales persons, and keypunchers.

B. Training Procedures: Students are assigned to supervisors who have responsibility for their on-the-job training. The training procedures are informal. One employer utilized group orientation sessions.

C. Employers: Employers participating in the program include the County of Hawaii, State offices, public utility firms, and department stores. Two participating unions are active in recruiting students for the program. They appear to support the program wholeheartedly.

D. Salaries and Other Benefits: The same beginning wages are paid to students and regular workers. For the employers interviewed, wages ranged from $1.60 to $2.96 per hour.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The CVE Program is well run and successful. The reasons for the success of the program lie in strong community support, the active advisory committee, and the coordinator himself who is a lifelong member of the community.

The annual CVE banquet brings over 500 employers, students, and parents together and is well publicized. The mayor of Hilo was the guest speaker at the last banquet. Scholastic achievement awards and other citations are presented to students at this affair; and it is an extremely effective tool for recruiting additional employers and students.

The program has experienced a high growth rate over the past 5 years.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Problems connected with the program are few. The University of Hawaii governs the school according to its policies, and coordination with this body seems to be a major concern of some school officials.

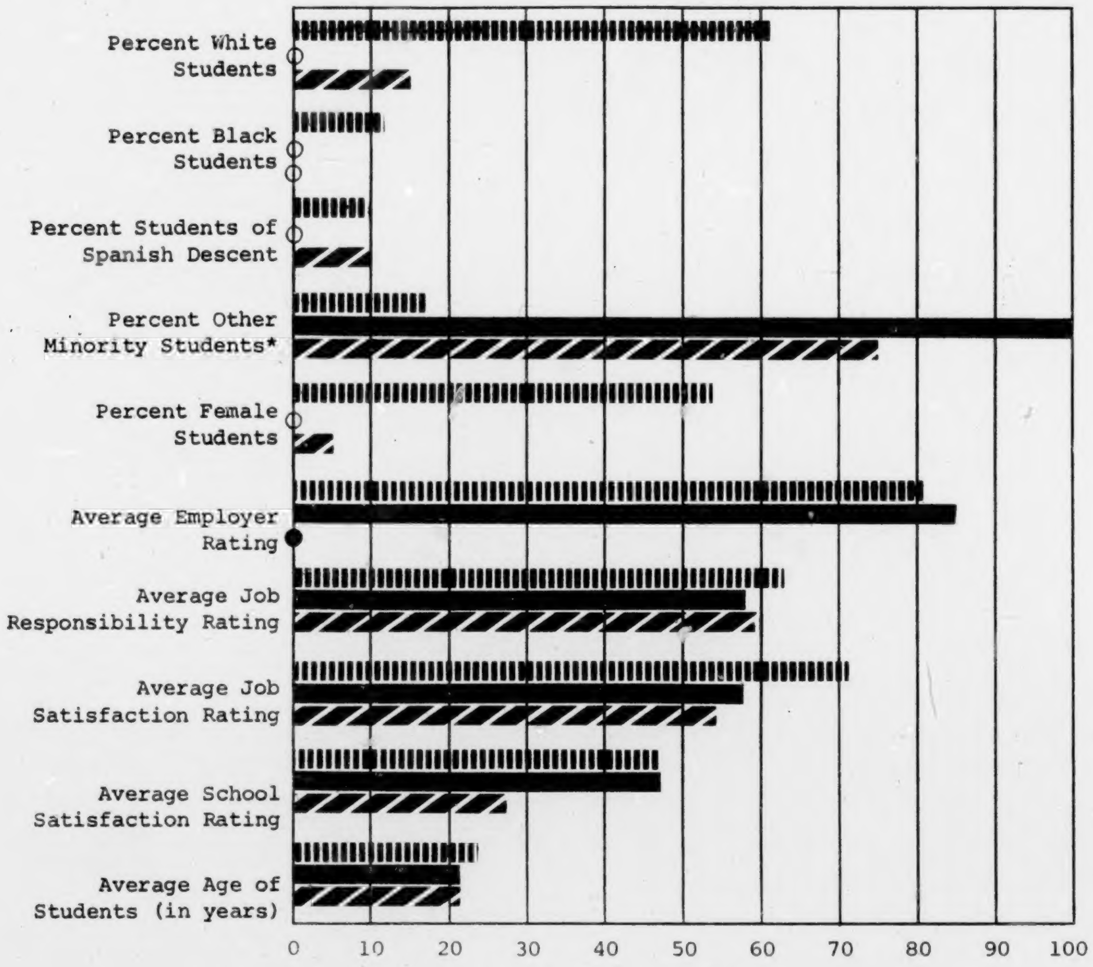
X. OBSERVER IMPRESSIONS

The program, as noted, is well run and well accepted by the entire community. Every employer interviewed spoke very highly of the program and of its chief coordinator. Students were well mannered and appeared highly motivated.

Parents are also involved in the CVE Program through banquets and meetings, and this appears to bring them close to both their children and the school.

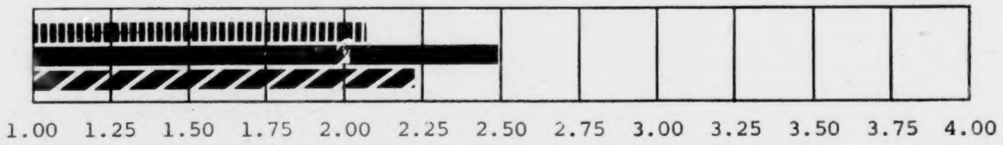
HONOLULU, HAWAII

THE AUTO BODY REPAIR AND PAINTING COOPERATIVE PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Postsecondary	21 **Nonparticipating Students**
Primary Purpose:	Specific Occupational Training	17 **Participating Students**
Industrial Setting:	Major Industrial Center	

▥ **Mean of all participating postsecondary students in the study**
■ **Participating students in this program**
▨ **Working nonparticipating students at the school**
○ **Score or percent equals zero**
● **Information unavailable**

THE AUTO BODY REPAIR AND PAINTING COOPERATIVE PROGRAM

I. OVERVIEW

The Auto Body Repair and Painting Cooperative Program was started over 20 years ago at Honolulu Community College by the present coordinator. It has since grown to become one of the largest vocational training programs (75 students participating in the program with 43 in the cooperation phase) of its kind in the United States, with 48 auto bays in use days and evenings. Students are given the opportunity to use the most modern tools, materials, and repair methods. The program is strongly supported by the local auto body association and is responsible for training three generations of auto body repairmen on the island.

The college is located in the poorer section of Honolulu, and the school's enrollment of 2,400 is the highest in its history.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The program is designed to provide students with the opportunity to become trained auto body repairmen. The program incorporates theory with practice and gives relevance to classroom experiences.

B. Use of Advisory Committee: The advisory committee is made up of members of the Auto Body Association of Honolulu and meets twice a year. New trends in the industry as to equipment, methods, etc., are discussed and suggestions are made to incorporate new ideas into the school's curriculum. The association annually provides 10 scholarships in the amount of $750 to high school students entering the program.

C. Sources of Funding: Funding for the program is provided through local taxes and the State and Federal Governments (1968 Amendments Parts G & D, VEA). Student fees ($25) are also used to fund the program.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Auto Body Repair and Painting Cooperative Program is operated out of the Honolulu Community College. This course is part of a large cooperative vocational education program that is offered at all of Hawaii's community colleges.

The coordinators of the various programs meet on a regular basis to share experiences and to plan for future operations. The administrative personnel of the college system appear to be fully behind the cooperative programs and are pleased with the progress made thus far.

The auto body association is tied in very closely with the program. It not only serves as the advisory group (the majority of the membership are ex-students of the program), but also gives out 10 scholarships yearly to high school students interested in the auto body repair field.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator serves as administrator and instructor for the program. Three former students act as teachers' aides while completing their degree requirements.

V. STUDENT COMPOSITION

There were 43 students enrolled in the cooperative program. They were representative of the island in terms of their ethnic backgrounds (Oriental, Hawaiian, Caucasian) and were quite proud of the work being done (48 autos were being repaired and painted at time of visit) and talked freely of their instructor and coordinator. Most of the students were of the lower socio-economic range and showed great motivation as well as skill in their work. The shop proudly boasts of its first female enrollee who had attempted auto repair courses "on the mainland," but came to this school because of the reputation of the body repair shop. She was very happy and doing well in the program.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Newspaper articles, pamphlets, visits to high schools, and word-of-mouth are all utilized for recruitment purposes.

B. Student Eligibility Requirements: Every student must be 18 years old or a high school graduate to enroll in the program.

C. Job-related Curriculum: The instruction given in the course and the on-the-job experience directly reflects what is being done in private businesses.

D. Counseling: Counseling is provided on an ongoing basis by the coordinator and staff.

E. Placement: The program acts as an informal placement center, with students choosing from posted openings. There is no problem in placing graduating students in local body shops since many of the shop owners are graduates of the program.

F. Followup: Because of the relationship with the auto body association, it is relatively easy for the coordinator to keep in touch with former students. Reports on progress of graduates, visits to job sites, etc., all serve to provide excellent followup. The program also uses a form that is filled out by the body shop owners on all former students to keep track of their progress.

VII. WORK ENVIRONMENT

A. Types of Jobs: Auto body repair and painting are the fields in which students are being trained to work.

B. Training Procedures: Class usually starts with a lecture/demonstration and then moves into individual assignments on the many cars in the shop for regular work. The 48-bay training shop is the largest auto body repair facility in the State and is constantly working at full capacity. When students are placed on jobs, additional OJT is provided by the employers on an informal basis.

C. Employers: The employers are often graduates of the program. Their operations typically employ from one to 20 repairmen.

D. Salaries and Other Benefits: Salaries range from $1.60 to $6.33 per hour for students. Regular employee benefits are offered.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The overwhelming success of the program was very much in evidence as the students, school administrators, employers, and instructors were interviewed. The rapport between the coordinator and the Honolulu body shop owners was outstanding. The school shop is the largest and most modern seen by the visiting researchers to date. All students were busy working at all times and seemed pleased with the program and their individual rates of progress.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The program had comparatively few problems other than the desire for higher salaries for the students, better working conditions on the job sites (these were not as neat or as modern as the school shop), and the fact that the coordinator is facing mandatory retirement soon. Another, rather amusing, problem involves an attempt to keep satisfied customers of the school shop from telling others where their cars were repaired and painted, as the shop is continually operating at full capacity on students' and customers' cars and cannot handle any additional business.

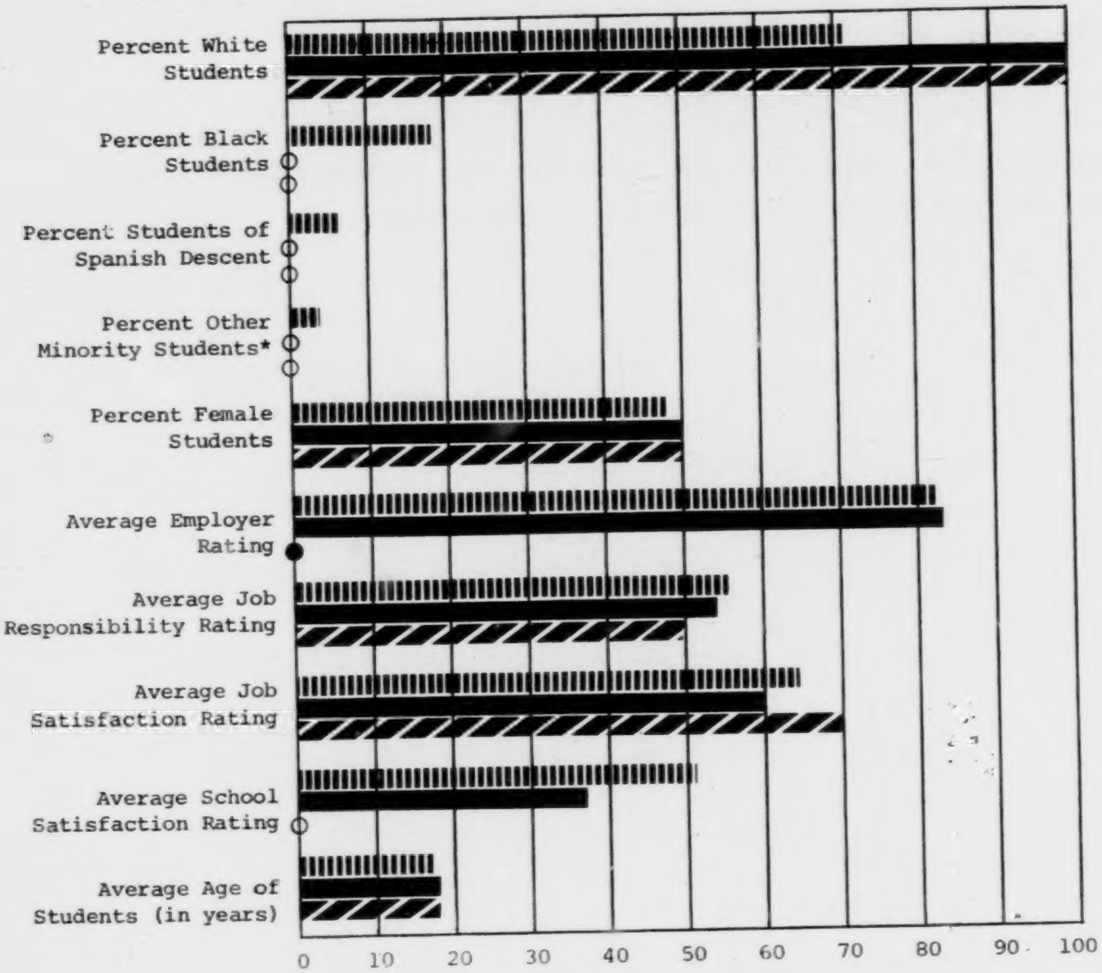
X. OBSERVER IMPRESSIONS

The Auto Body Repair and Painting Shop at the University of Hawaii's Honolulu Community College was very impressive. The coordinator is a dedicated individual who takes pride in the success of his program. Because of his long tenure at the school, his industrial contacts and standing in the community, and his close relationship with present and former students, the program is prospering. The coordinator received his B.S. degree at age 65 and is listed in *Who's Who in American Education*.

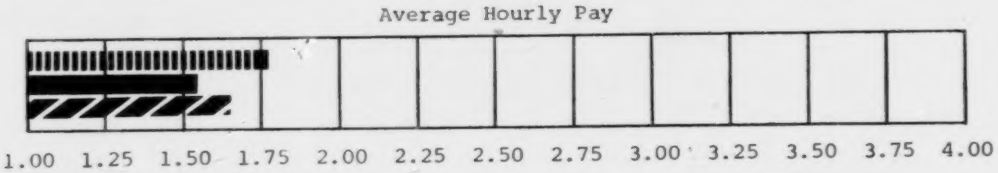
The instructors who assist the coordinator are also dedicated and skilled, and the entire program operates smoothly and efficiently.

MOSCOW, IDAHO

COOPERATIVE PROGRAM IN HOSPITALITY AND OTHER SERVICE TRAINING (HOST)



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)

Educational Level:	Secondary
Primary Purpose:	Specific Occupational Training
Industrial Setting:	Farming Region

Sample Size

6 Nonparticipating Students
8 Participating Students

- ▥ Mean of all participating secondary students in the study
- ■ Participating students in this program
- ▨ Working nonparticipating students at the school
- ○ Score or percent equals zero
- ● Information unavailable

MOSCOW, IDAHO III-113

COOPERATIVE PROGRAM IN HOSPITALITY AND OTHER SERVICE TRAINING (HOST)

I. OVERVIEW

This is the 2nd year of the Hospitality and Other Service Training (HOST) Program at Moscow High School. Three years ago the district dietitian observed a similar program in a Washington high school, returned to Moscow, and urged school administrators and home economics teachers to start such a program at Moscow High School. The following summer the home economics teacher, a math teacher, an English teacher, the cafeteria dietitian, and the school counselor attended a summer FEAST (Food, Education, and Service Training) workshop at Oregon State University. During the workshop these five staff members built a curriculum for the HOST Program.

The HOST Program is a 1-year program for students who are interested in the food service industry. Students attend HOST classes only for the first semester, spending 1 hour in the HOST classroom learning about food service along with their other classes. During the second semester they work at jobs in the school or in the community in addition to maintaining a full course load.

Job placement is limited in the community. Because Moscow is a college community, with the University of Idaho located in the heart of the city and Washington State University 8 miles away, there are a number of restaurants, and sandwich and donut shops in town which cater to the college crowd. Hence, HOST students are forced to compete with university students for part-time employment.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The program is designed to train students to work in the food service industry. The coordinator feels that the training is very applicable to any service industry, such as health. Since many of last year's students went to college and this year's students expect to, the program is also seeking to teach life skills which would be helpful to college-bound students (e.g. how to prepare and plan meals, budget planning, etc.).

B. Use of Advisory Committee: The advisory committee is composed of the owner of one of the town's better restaurants, a hospital dietitian, the head of the University of Idaho Food Service Organization, the manager of the University of Idaho Student Union, the teacher/coordinator, and other school officials. The committee meets 3 times per year. Its role, according to the teacher/coordinator, is to offer suggestions for expanding the program and to inform the school about new techniques, materials, and equipment being used in the food industry.

C. Sources of Funding: The program, in its 2nd year, is funded for $8,900. Last year, when equipment and materials were purchased, total expenditures were $21,700. The source of money has been 1968 Amendments to the VEA, Part E (90 percent), and State funds (10 percent). The local school district pays the general facility costs: Lights, heating, and administration. The class also raises some money via catering, operating a milk shake machine, and operating JoAnn's Joint, a sometime restaurant at the school.

III. ORGANIZATIONAL SUPERSTRUCTURE

The program operates at Moscow High School. The principal provides overall direction to all work education programs, including HOST. The HOST teacher/coordinator devotes 60 percent of her time to HOST. One math teacher and one English teacher present occasional lessons on specific topics by relating their disciplines to the requirements of the industry.

There are several other work education programs at the school: Distributive Education, Office Education, and Agriculture. Also, the program shares information with other schools in Idaho that are interested in starting this type of program.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The teacher/coordinator teaches the class for HOST, oversees class projects, supervises students, finds jobs, maintains records, and counsels students. The other 40 percent of her time is spent teaching home economics classes.

V. STUDENT COMPOSITION

There were 10 students enrolled last year. The program started this year with 13 and now there are 9 students. About half of the class is male. All are White middle class and most want to attend college. The students appear quite actively interested in the program. However, none of the current class wants to continue working in food service on a permanent basis.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment is mainly via word-of-mouth, but there is much publicity in the school and city newspapers. Also, program students sell coffee and milk shakes in the school cafeteria and run an occasional restaurant which is open to students, staff and community.

B. Student Eligibility Requirements: Students in the program must be seniors, should have had a semester course in food preparation, and should have some sort of a vocational goal in food service.

C. Job-related Curriculum: Students attend a daily class in the HOST Program, and receive instruction in a wide range of food service topics. They are in class for the first semester, after which they begin their work experiences. The math and English teachers present their subject matter adapted to the HOST Program.

D. Counseling: The teacher/coordinator does a lot of counseling. Some additional assistance is received from an additional counselor who was one of the five staff members who attended the original FEAST training at Oregon State University.

E. Placement: There is no formal job placement associated with the program. Of the 10 students who graduated last year, three remain in food service jobs. Six others went to college and one went into the army.

F. Followup: The Idaho State Department of Education requires that schools do followup on all work experience students. The school reports on the status of the previous year's students each November and March.

VII. WORK ENVIRONMENT

A. Types of Jobs: Three students are working as waitresses, and one is working in a bakery, all in profit-making operations in Moscow. The four boys in the program are all working for the schools, two in the high school cafeteria and two in elementary school cafeterias. They are all in entry level jobs, although one of the boys does most of the baking for the high school.

B. Training Procedures: The students learn how to do their jobs via rather typical OJT procedures.

C. Employers: Half of the students (4) work in the schools, and the other work at various food establishments downtown. Three of the four students who work downtown got their jobs before they joined the program. The downtown employers are involved because the program is a good source of temporary labor.

D. Salaries and Other Benefits: Students' salaries range from $1.55 to $1.60 per hour. The students also receive school credit for their participation in the program.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program may be attributed to the coordinator's willingness to change and expand the program to meet student and community needs (e.g. the catering service was started on the recommendation of a senior citizen). The community fully participates in the program. The program is supported by the administration and has adequate funding.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

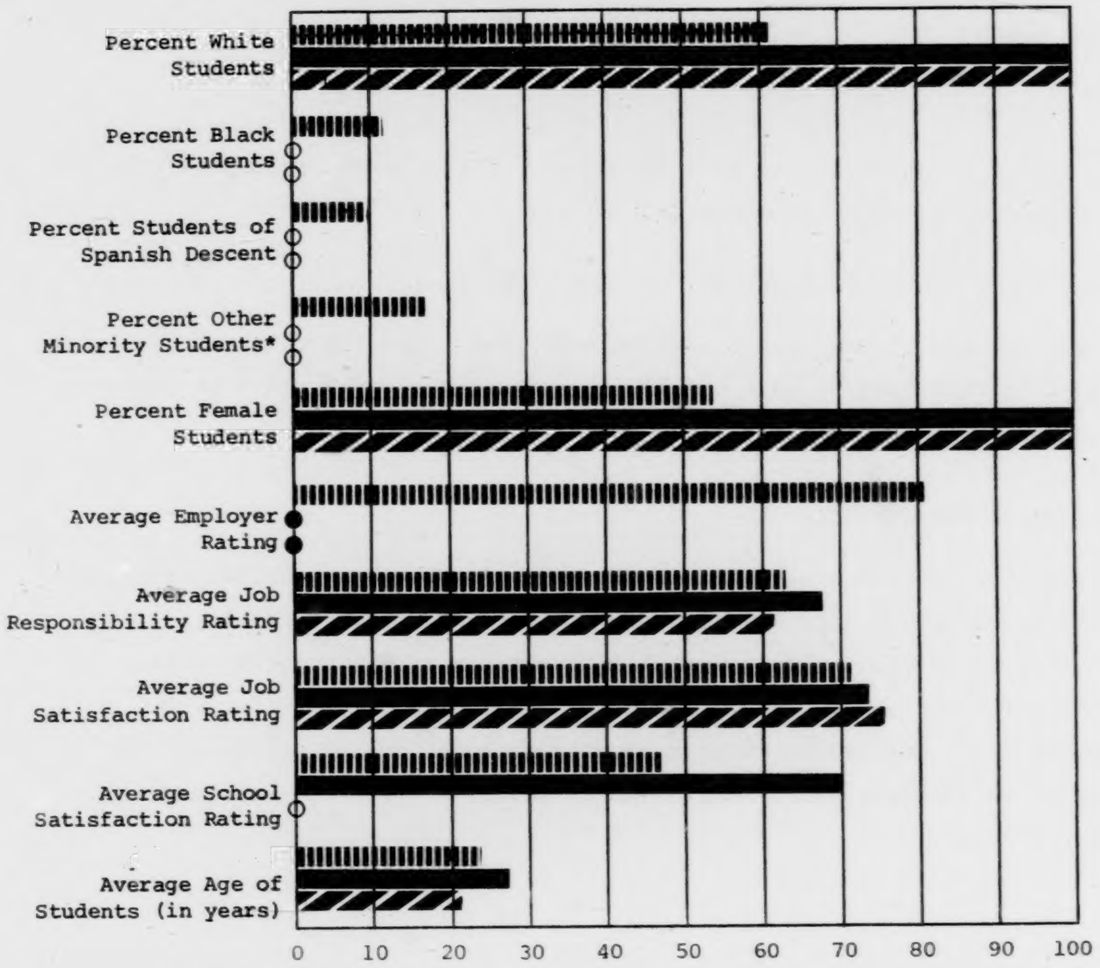
No problems were listed by any program personnel. The interviewers felt that there was little need to wait until the second semester to place students in work experience; it could have been done earlier.

X. OBSERVER IMPRESSIONS

The community is relatively homogeneous and supports wholeheartedly the efforts being made by the HOST Program. It expresses this support by attempting to absorb the well qualified graduates of the program in its food-oriented businesses. Because of the small size of the city, most graduates are compelled to enter community colleges or the university in an effort to increase and/or refine their skill, or to seek employment in a different city.

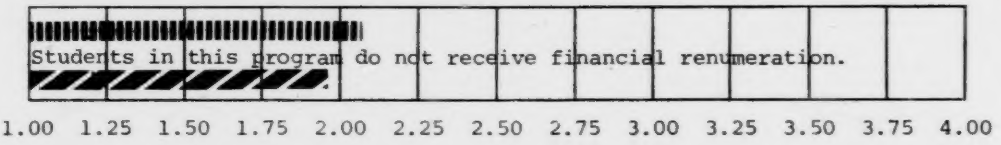
BELLEVILLE, ILLINOIS

MEDICAL RECORD TECHNICIAN PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay


Students in this program do not receive financial renumeration.

Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Bedroom Community

Sample Size

18 Nonparticipating Students
10 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

BELLEVILLE, ILLINOIS

MEDICAL RECORD TECHNICIAN PROGRAM

I. OVERVIEW

The Medical Record Technician Program is one of a number of allied health programs in the Belleville Area College. Belleville has a population of 41,700 and is located 20 miles east of St. Louis, across the Mississippi River. The coordinator classified Belleville as a bedroom community, but it could also be typified as a German farming community. The school health programs are located in an old Catholic parochial school building, across the street from a large Catholic hospital. The college, which has a new campus under construction several miles outside of town, will be the program site when the building is completed.

The program was established to train medical record technicians because results of a survey indicated that no programs of this type existed between Kansas City and Peoria. This program is in its 2nd year, with the first class in actual work experience. The teacher/coordinator was hired at the beginning of this school year and is new to teaching, although she has been a medical record administrator for 12 years. She organized the curriculum, bought equipment and materials, and coordinated the work experience aspect of the program.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the program is to train students for work as medical record technicians. To achieve this objective the program places students in job training positions in the medical record departments of qualified hospitals. Students are expected to maintain at least a C average while in the program and to work at all training stations assigned to them. Employers are expected to submit bimonthly written evaluations of students' work. The program goal is to maintain a maximum student enrollment of 20 sophomores and 20 freshmen.

B. Use of Advisory Committee: There is an advisory committee for the program, composed of all registered medical record administrators in the college district. It meets quarterly to advise on curriculum and student placement, to make suggestions, and to evaluate the progress of the program and students. Originally the committee took a very active part in organizing and implementing the program, but several employers mentioned that meetings of late have been irregular and limited. One was scheduled, however, for 2 weeks after the site visit.

C. Sources of Funding: This program is a line item in the college budget, with $2,700 listed for 1971-72. This amount was used for capital expenses only. In 1972-73, $875 was provided for travel, supplies, maintenance, etc. The sources of funds were the State, local taxes, and student fees.

III. ORGANIZATIONAL SUPERSTRUCTURE

The teacher/coordinator of the Medical Record Technician Program has total responsibility for the program. A 1st-year core curriculum has been coordinated with other health programs in the school, so that students can transfer to selected areas in their 2nd year. The St. Louis University School of Medical Record Science has agreed to accept students desiring to transfer to a 4-year program. Other work education programs in the health care area at Belleville Area College include Nursing (123 students), Nurses Aide Training (300), Ward Clerk Training (50), Physical Therapy Assistant Training (26), Radiologic Technician Training (24), Respiratory Therapy Training (16), Operating Room Technician Training (10), Medical Laboratory Technician Training (8), and Medical Assistant Training (6).

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The teacher/coordinator teaches all classes related to medical records and coordinates the students' work experiences on the job. The program shares with the other health programs a guidance counselor who is a registered nurse with an M.S. degree in education.

V. STUDENT COMPOSITION

There are 10 students in the 2nd year of the program and 12 non-working freshmen in the 1st-year phase of the program. The 10 students were all White female, and were reported to be highly motivated to attend school.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students are recruited through participation in high school career days, guest lectures in high school health occupation courses, in brochures which are placed in high school counselors' offices and in lobbies and personnel offices of all hospitals in the area.

B. Student Eligibility Requirements: To be eligible for the program students must be a high school graduate (or hold an equivalent GED certificate); have an ACT composite score of 18; have an academic background in biology, chemistry, and typing; rate in the upper half of their high school graduating class; successfully pass physical and mental examinations indicating ability to work in a hospital environment; and show willingness to carry a full-time school load during the 2nd year. Exceptions to these requirements may be made for students over the age of 23.

C. Job-related Curriculum: The program provides job-related classes using lectures; field trips; and supervised laboratory experience in medical transcription, use of health statistics, and classification of diseases and operations for research purposes.

D. Counseling: Counseling is available to all students on the main campus with all health programs sharing one guidance counselor. Within the program, the coordinator visits the students in the hospitals every 1 to 2 weeks and counsels them individually at least 3 times a year, or more often if needed.

E. Placement: No placement system has been established, as the program is just graduating its first class. The college, however, has a placement office for all students. The employers all indicated a willingness to help the students find a job and one considered it her responsibility as a member of the advisory board.

F. Followup: Since there are no graduates from the program as yet, no followup system is in operation, although one is planned. The coordinator expects to write to all former students every year, asking what types of jobs they hold and what they are earning.

VII. WORK ENVIRONMENT

A. Types of Jobs: All students work as medical record technicians. They are rotated through the various medical record keeping tasks.

B. Training Procedures: One administrator pointed out that the students were not hired as employees but were placed in the hospitals for training. As a rule, the students are given a general orientation to the hospital and department. They may be given a manual or available material on hospital procedures and job descriptions to study. Then each task is explained and the students carry them out. For instance, they are given an actual medical record and shown the procedure for evaluating and completing it. One employee works through the procedures with each student, carefully explaining the purpose of each procedure and then the student performs the task under close supervision. The next time through, the student does the job on her own and the work is checked. Training for each task is carried out in this manner.

C. Employers: In order to qualify for the program, hospitals are required to have a full-time registered record administrator who is head of the medical record department and is able to provide overall supervision of students while working. Hospitals must also be fully accredited by the Joint Commission on Accreditation of Hospitals. The employers interviewed were all registered medical record administrators in scattered hospitals in the area. They share a keen professional unity and pride, and they feel an obligation to train the students and see them placed.

D. Salaries and Other Benefits: The students receive no pay or benefits inasmuch as this is a clinical health program.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The supervising employers do not feel there is anything unusual about this program, since they went through similar programs in a more lengthy 4-year training. Employers seem to participate for public relations purposes and are dedicated to furthering their professional area. Employers do not feel that their participation in the program assists with the work load in their businesses, but they do feel it keeps their own workers alert by forcing them to know their jobs well and to be able to explain what they are doing. Moreover, they enjoy having the young students around. By rotating students through different positions in three different hospitals, they are given exposure to many different tasks as well as varied methods and philosophies of operation.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Several of the medical record administrators visited were quite young, having been out of school from 1 1/2 to 4 years. The program coordinator mentioned that a few of them were rather insecure about having students. She therefore, had to spend more of her time coordinating the program at those locations. The major problem of the program, however, was lack of space and personnel. The medical record departments in older hospitals were all very crowded for space, and this limited the number of students they could train. Some medical record administrators also felt that the students were more of a burden than a benefit, since the students were able to provide little productive work. Placement of fewer students at each hospital and funds for training personnel might ease those problems. Pertaining to curriculum, one record administrator suggested that more exposure to medical terminology be included in the program. A nonparticipating employer who was a product of a 4-year program but, new in her job, mentioned her personal lack of, and need for management training.

Two-year students, however, would probably not be placed in management positions.

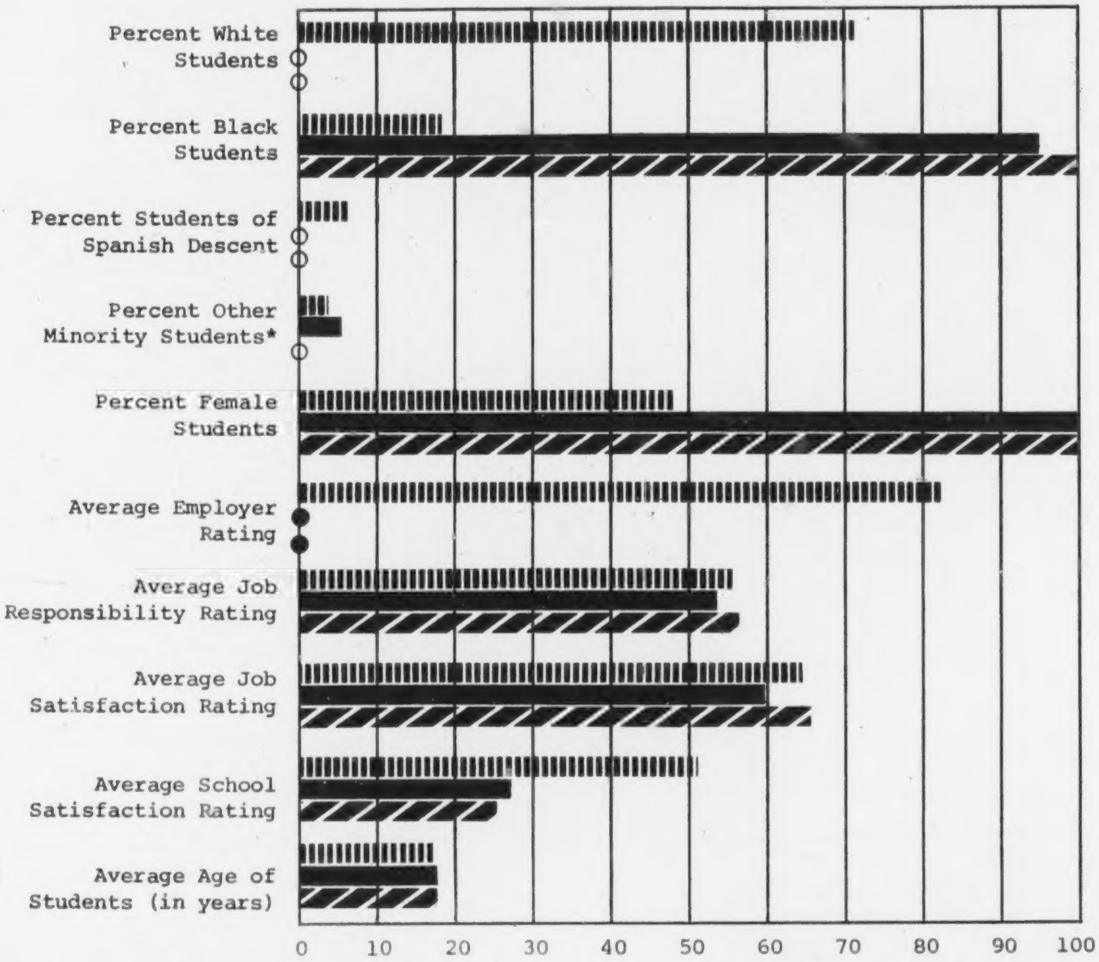
Because the program is new and has had limited funding, it has not yet acquired sufficient equipment and pertinent library materials.

X. OBSERVER IMPRESSIONS

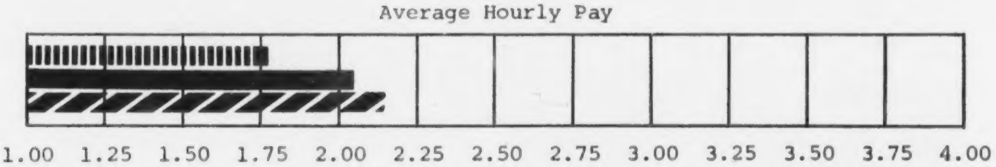
After 12 years' experience as a registered record administrator, the teacher/coordinator is highly qualified in this field and has definite ideas about how to organize and operate a training program. The groundwork for the program was well established by the advisory committee, which is entirely composed of medical record administrators from the area. They all take an interest in the program and actively support it.

CHICAGO, ILLINOIS

COOPERATIVE VOCATIONAL EDUCATION WORK STUDY PROGRAM: OFFICE OCCUPATIONS, SECRETARIAL SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	4 Nonparticipating Students
Primary Purpose:	Specific Occupational Training	18 Participating Students
Industrial Setting:	Major Industrial Center	

▮▮▮▮	Mean of all participating secondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

CHICAGO, ILLINOIS

COOPERATIVE VOCATIONAL EDUCATION WORK STUDY PROGRAM: OFFICE OCCUPATIONS, SECRETARIAL SEGMENT

I. OVERVIEW

The Office Occupations Cooperative Work Program has been operating at the Chicago Vocational High School (CVHS) for the past 6 years. Similar office occupations programs operate in all Chicago high schools with students from various high schools often working at the same work sites.

The students in the program at CVHS are seniors, having learned prerequisite skills in their sophomore and junior years in business education classes. The students attend school 4 hours a day and then report to their work stations for 3 hours in the afternoon.

Chicago Vocational High School, located on the south side of Chicago, occupies a fairly large building constructed for a World War II naval training facility. It houses more than 4,000 students, virtually all of whom are Black.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The teacher/coordinator has defined two significant goals for the program. First he hopes to increase the student retention rate as permanent employees by 60-70 percent and second, he wants to provide training which will enable students to qualify as GS-2 clerk typists on the U.S. Civil Service Examination.

B. Use of Advisory Committee: All Chicago high schools are involved in a cooperative office occupations program, and a city wide advisory committee is established for all programs. Its role is to facilitate communication between office occupations instructors in the high schools and office supervisors in companies throughout the city. Of more direct influence on this particular program is the CVHS Office Education Advisory Council. This council, composed of 25 representatives from local businesses and from industrial and professional groups, meets 4 times a year to discuss the directions that office education should be taking and to seek ways to encourage more employers to participate in the program.

C. Sources of Funding: The total program costs approximately $18,500 which covers the teacher's regular salary, an extra stipend for time devoted to the program, and supplies. The program is supported by Federal, State, and local funds. Funds are distributed by the board of education according to a set formula which was unknown to the teacher/coordinator.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Office Occupations Program is operated by the teacher/coordinator. The vocational counselor provides overall supervision of this program as well as the other cooperative vocational education programs at CVHS. Other cooperative programs which operate at CVHS include distributive education, home economics, health occupations, industrial education, and a cooperative work training program designed for the slow learner.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The vocational counselor is charged with the overall supervision of the various cooperative programs. She also counsels students in group and individual sessions. She has attempted to do followup studies, based on card mailings. The teacher/coordinator teaches the office occupations class and is also responsible for placing the students at work stations, and monitoring their progress during training. In this connection, she keeps an activity log on each student. She is a certified teacher who has also worked in offices for several years. Consequently, according to at least two of the employers, she is more capable than most office education teachers in Chicago, many of whom have little first-hand knowledge of office work.

V. STUDENT COMPOSITION

There are 22 students in the program. All are Black females from lower- and middle-class backgrounds. The students have selected this program and most of them appeared to enjoy the work.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The teacher/coordinator visits all CVHS junior business and education classes in the spring of the year, to describe the program and to distribute applications. Decisions on acceptance of students are then made based on a review of these applications and student interviews.

B. Student Eligibility Requirements: In order to be eligible for the program students must be in senior standing at CVHS, type 40 words per minute, and have acquired shorthand and dictaphone skills. The students, however, are usually selected from the business education department at the school.

C. Job-related Curriculum: During their senior year, students are in school 4 hours a day with at least one of these hours in a business class. In addition to this in-school training, some of the work sites provide as much as 3 full weeks of formal training.

D. Counseling: The teacher/coordinator conducts some group counseling sessions in class and also counsels individual students. In addition, the vocational counselor is available when needed.

E. Placement: Most of the employers try to retain the better students as regular employees. About 50 percent of the students are hired by their employers as regular employees, another 20 percent locate other office employment, 15 percent go on to college, and the remaining 15 percent are unemployed.

F. Followup: There are no formal followup activities for graduating seniors, but the vocational counselor has conducted followup activities for the last 2 years for all students graduating from the program.

VII. WORK ENVIRONMENT

A. Types of Jobs: The 22 students in the program are working in about 12 different businesses, mainly in the Chicago Loop area. Twelve are working in general clerical areas, three are working as file clerks, and seven are secretaries.

B. Training Procedures: Three of the four employers interviewed utilized extensive training programs. One such program was offered for a 3-week period. This program included films, lectures, training in the operation of various machines, and explanations of the company's procedures and salary structure. The fourth employer had decided that a carefully monitored OJT program was quite adequate for training purposes.

C. Employers: The employers represented large organizations, mainly major banks, insurance companies, and other financial institutions. Most employers in the program are represented in an office education advisory council and feel that their participation is needed and, in most cases, that their contributions and suggestions are used. Employers appreciate participating in the program because of the quality of students hired as trainees. Employers report a higher retention rate as permanent employees for students from the Office Occupations Program than for the other regular employees.

D. Salaries and Other Benefits: The students are paid from $2 to $2.40 an hour, depending on the company and the student's entry level skills. Most of the students work 15 hours per week.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program seems to be due to the competency of the program administration, the screening of students for the program and the teaching and supervision of students. Employers appear to be very impressed with the students.

The degree of involvement by employers is certainly unusual, especially on the part of the company which offers a 3-week formal training program.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

A major problem is the improvement of the course content in the prerequisite classes (typing, business English, etc.). The teacher/coordinator and vocational counselor both felt these sophomore and junior classes had to be improved and should be turning out more competent graduates.

X. OBSERVER IMPRESSIONS

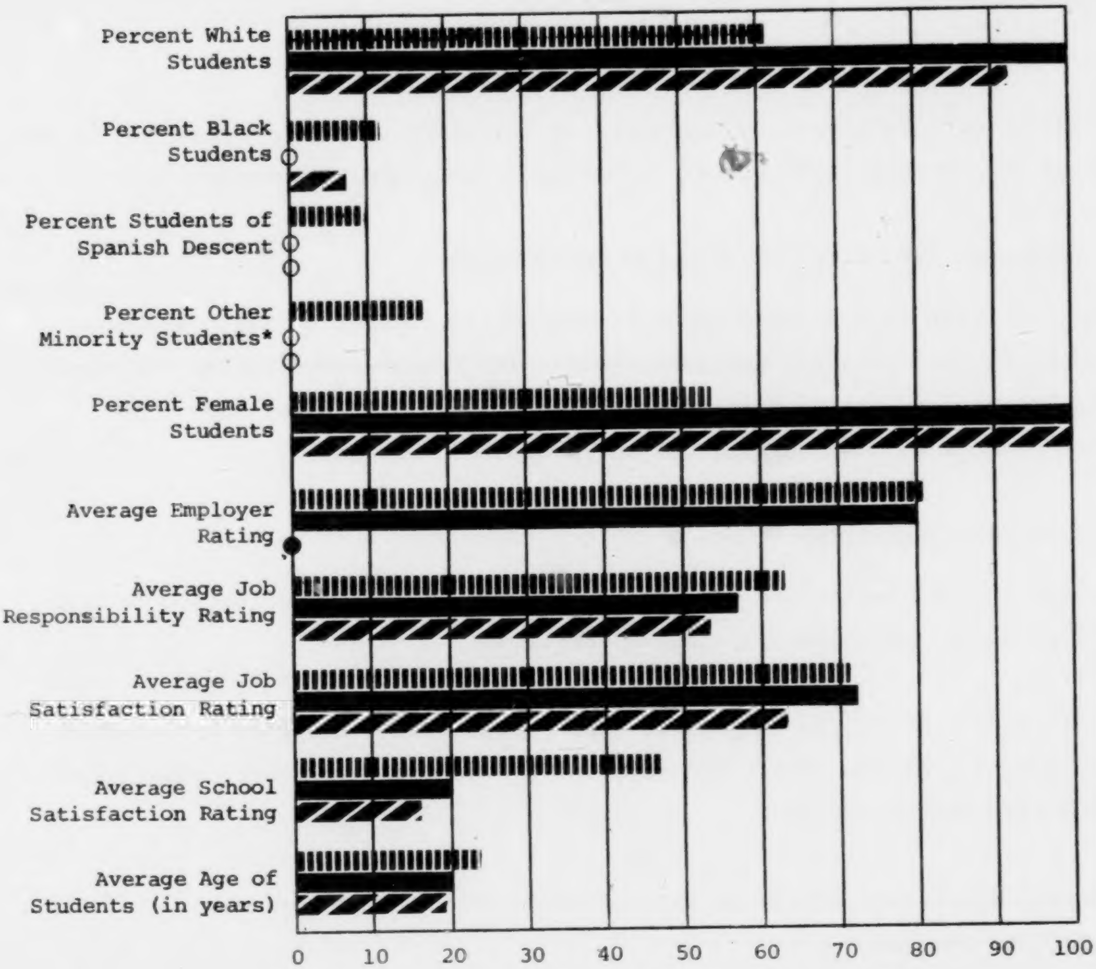
The size of the institution was impressive. The building contains more than 4,000 students and seemingly endless corridors.

The principal, in his 2nd year, was also impressive. He seemed unconcerned about the size of his school and rejected the notion that sheer numbers precluded efficient management.

Students, staff, and employers all had very positive feelings about the Office Occupations Program.

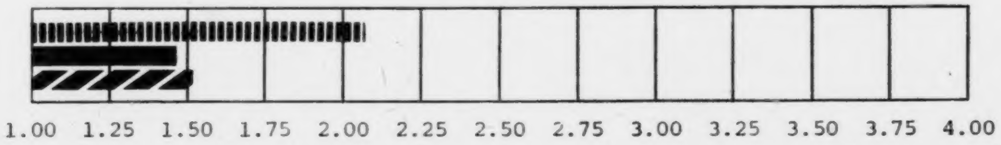
FT. DODGE, IOWA

CLERICAL OFFICE OCCUPATIONS PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Farming Region

Sample Size

13 Nonparticipating Students
15 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

FT. DODGE, IOWA

CLERICAL OFFICE OCCUPATIONS PROGRAM

I. OVERVIEW

The Clerical Office Occupations Program began at the Iowa Central Community College when the college was established at Ft. Dodge 6 years ago. This college, located in a farming community, is infused with a commitment to career education. The program is part of that commitment.

This work education program is devised to accommodate those students who wish expeditious but highly concentrated clerical training for entrance into the business world. It enables them to progress as rapidly as their backgrounds, ability, and initiative allow and offers students opportunities to complete their classroom and on-the-job training in 36 to 45 weeks.

II. PROGRAM ORGANIZATION

A. Primary Objective: The fundamental objective of the Clerical Office Occupations Program is to provide students with intensive and thorough training in office occupations so that they will qualify for immediate employment in this field.

B. Use of Advisory Committee: The program's advisory committee consists of bankers, secretaries, office managers, and guidance counselors. It meets bi-annually to evaluate and modify program objectives and to conduct placement activities. It has also been most helpful in maintaining good business relationships with the surrounding communities.

C. Sources of Funding: The program is funded through the State and Federal Governments, local taxes, and student tuition and fees. Two percent of the budget is direct Federal money, with another 1 percent allocated for miscellaneous expenditures. Fifty-two percent for general and vocational aid is appropriated by the State, 15 percent comes from local taxes, and the remaining 30 percent comes from student tuition and fees. Actual expenditures, salaries, contracted services, materials, supplies, and travel for the 1970-71 and 1971-72 school years were $20,913 and $21,793 respectively. The proposed 1972-73 budget is $24,000.

III. ORGANIZATIONAL SUPERSTRUCTURE

Due to the remoteness of the area, the program's business classes are held in an outlying college center to accommodate its participants. The Eagle Grove Center is approximately 25 miles from the main campus in Ft. Dodge.

The program is directed by the coordinator for office occupations. He is responsible to the head of the department of office education and to the vocational director for the college. The vocational director reports to the superintendent's administrative assistant for instruction.

There are 370 students enrolled in several work education programs sponsored by the college. Eighteen students at Eagle Grove are in the Clerical Occupations Program.

IV. ROLE OF COORDINATOR

Central to program success is its director who is also its teacher/coordinator. He not only oversees program operation, but also teaches job-related courses and coordinates on-the-job training experiences in conjunction with work supervisors. Periodically, he consults with his supervisor, the department chairman for office education, as to procedures, policies, curriculum, and any problems encountered in the course of operation of the Clerical Office Occupations Program.

Because the teacher/coordinator resides in Eagle Grove where he teaches, he is aware of its business needs and consequently provides the necessary skills and training to fulfill those needs.

V. STUDENT COMPOSITION

The program is composed of female students who come mostly from families engaged in farming or farm-related businesses. Currently, there are 18 students in the program, all of whom are high school graduates in their 1st or 2nd year of college. Ages range from 17 to 29.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: There is no special recruitment campaign held for this program. The program is included in the general enrollment activities conducted by the college.

B. Student Eligibility Requirements: To be eligible for the program, students must be high school graduates (or the equivalent) and must be able to type with reasonable proficiency.

C. Job-related Curriculum: Job-related skills are taught as part of the program. Laboratory experiences are supplemental to students' OJT. They are given tasks to perform such as typing materials for other school departments.

D. Counseling: The coordinator counsels the trainees about job-related, school-related, or personal problems. Counseling is informal and available as needed.

E. Placement: All students are placed in career-oriented jobs in the immediate community for their supervised work experiences. Placement records indicate that there is 100 percent placement of graduating students on released jobs.

F. Followup: The followup program is conducted by the State through the college's guidance office. Questionnaires are sent to recent graduates each fall, soliciting their comments to aid in the evaluation and improvement of the Clerical Office Occupations Program, its placement service, etc., and to help current students improve their chances of success. These questionnaires are tabulated, and the results are returned to the teacher/coordinator and other instructors as feedback to enable them to improve their program. In addition to the annual followup, the college sends out a 5-year questionnaire on activities of all former students.

A more informal and personal followup is conducted by the teacher/coordinator. He keeps an address book containing the names of all of his former students and contacts them to request information about what they are doing.

VII. WORK ENVIRONMENT

A. Types of Jobs: All of the students are placed in some kind of clerical work. They are typists (8), bookkeepers (5), general office workers (3), and receptionists (1).

B. Training Procedures: The students are trained but inexperienced workers at the time they are placed in jobs. They receive experience and additional training informally at their work stations.

C. Employers: Employers include most of the community businesses which utilize clerical help. They are high schools, banks, trucking companies, the college, etc. Employers are cooperative and eager to assist the coordinator whenever possible.

D. Salaries and Other Benefits: Employers pay the students from $1.25 to $1.65 per hour. Other benefits were not indicated.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program may be attributed to the hard work and personable nature of the teacher/coordinator. Because he is so familiar with the community he has found employment for 100 percent of the students. He seems very interested in every student in the program.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENT

Two problems were listed by the teacher/coordinator. One is the lack of funds for replacement of wornout or obsolete equipment. The other, which is virtually impossible to ameliorate because of the homogeneity of the community, is the lack of work stations of higher training value. The program simply needs more job placement where students can perform many and different kinds of activities.

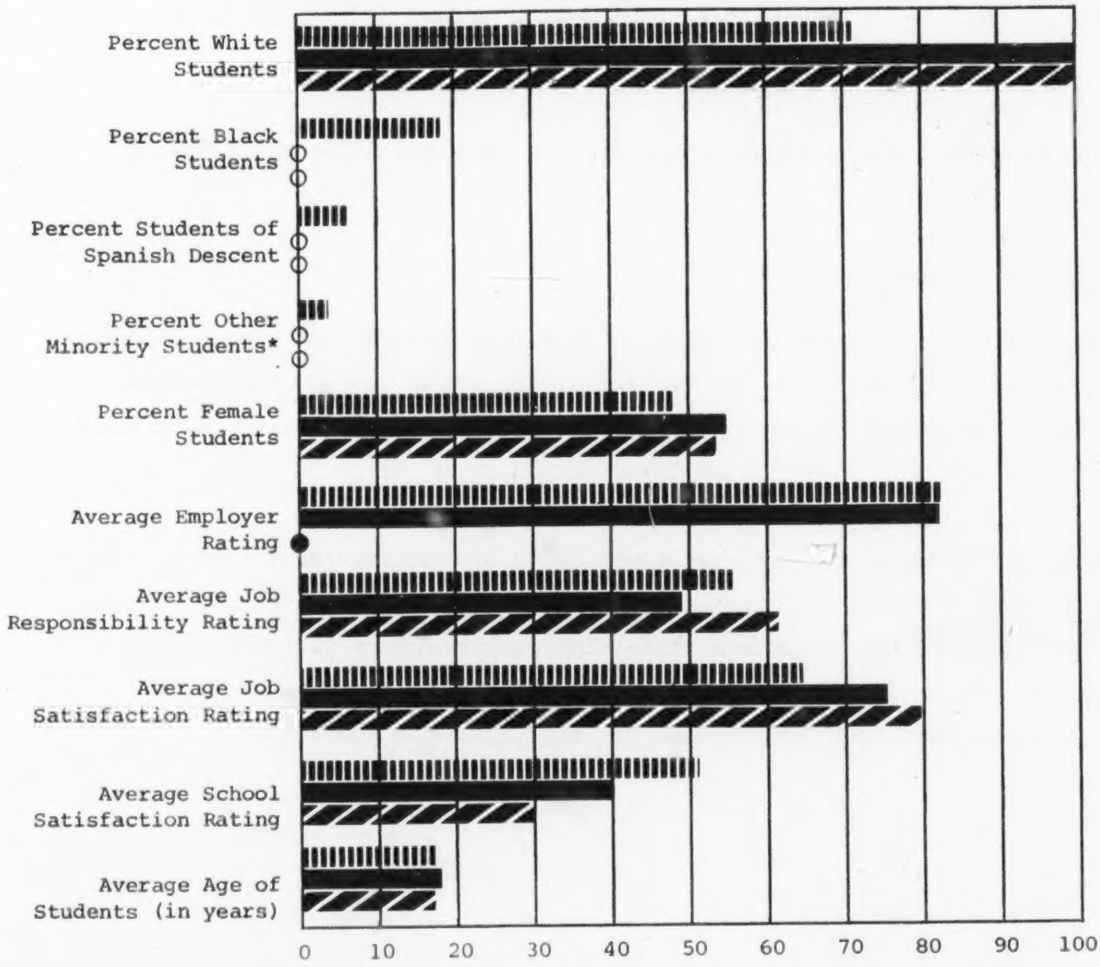
X. OBSERVER IMPRESSIONS

The Clerical Office Occupations Program is unique in that only three students have withdrawn from its rolls in the 6 years that the program has been in operation. These were voluntary terminations due to either marriage or pregnancy.

The continued success of the program points to its teacher/coordinator. He is much more than a mentor of business instruction, serving in addition as a personal confidant to his students. This kind of atmosphere is conducive to success, since it establishes a bond between the teacher/coordinator and students where both feel responsible for the program's success.

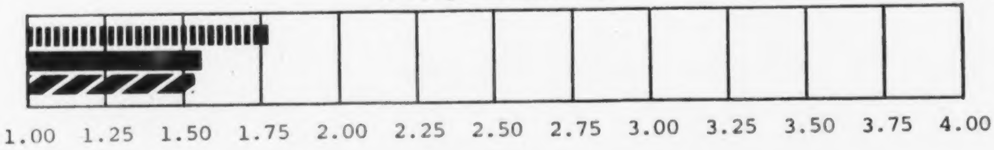
HARLAN, IOWA

NEIGHBORHOOD YOUTH CORPS IN-SCHOOL PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	13 Nonparticipating Students
Primary Purpose:	Dropout Prevention	22 Participating Students
Industrial Setting:	Farming Region	

▥	Mean of all participating secondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

HARLAN, IOWA

NEIGHBORHOOD YOUTH CORPS IN-SCHOOL PROGRAM

I. OVERVIEW

In 1964 the West Central Development Corporation (WCDC) was set up to administer various Office of Economic Opportunity (OEO) and other programs in a 10-county region in southwest Iowa. Harlan, one of the larger towns in the region and near its center, was established as headquarters of the WCDC. The Neighborhood Youth Corps (NYC) Program was started in the area in 1966 and is operated by the WCDC. The NYC operates both in-school and summer programs.

The NYC In-School Program which was observed operates throughout the 10-county area and pays the salaries of students from more than 20 schools. Some of the schools are more than 40 miles from Harlan, thereby causing transportation difficulties in non-school settings, since nonprofit institutions do not proliferate in the smaller towns.

The program operates in a rural and small town region in which there are few minority groups represented.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The program attempts to keep students in school via an income supplement, and has as its goal to familiarize students with the world of work and the range of positions available to students.

B. Use of Advisory Committee: There was a policy advisory committee that met 6 times a year, but it has not been in operation for over a year. When it was functioning it included mayors, work station supervisors, other community leaders, and students.

C. Sources of Funding: For the last 3 school years the NYC In-School Program has been funded for $88,000, $103,000 and $94,000. All of this money has been NYC funds from the Manpower Administration, Department of Labor. NYC supplies 90 percent of the funds, with the remaining 10 percent raised locally. In this case the 10 percent has been all in-kind, in the form of work supervisors' time.

A serious problem for the NYC staff is the uncertainty of funding. It is difficult to develop long-range plans and the uncertainty also has a negative effect on employee morale.

III. ORGANIZATIONAL SUPERSTRUCTURE

The NYC In-School Program is provided overall direction by the director of all Department of Labor programs administered by the Harlan office. Two counselors and one job developer work full time on the NYC Program. Each of the counselors is assigned approximately 50 percent of the enrollees and is expected to meet with each enrollee once a month, monitor time records, keep track of eligibility, and perform other administrative tasks.

At each school the NYC has asked a school counselor or other staff member to monitor the students from that school. This school staff member is expected to help the NYC staff assign students to appropriate jobs and check on job performance and suitability.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The director of the Department of Labor programs spends 40 percent of his time on the NYC In-School Program, mainly in directing staff, checking on funding, and interpreting guidelines. The two counselors monitor enrollee performance, help enrollees develop their skills, and ensure that students in the program are eligible. A job developer is assigned to NYC part-time and is expected to find and/or develop new and more varied job slots.

V. STUDENT COMPOSITION

This program enrolled 131 students from the 10-county area in southwest Iowa. About 10 percent of them were 14-15 years old and the remaining 90 percent were 16-18. More than 95 percent of them were White and about 48 percent were female. The students, by program definition, are poor with their families being required to meet poverty guidelines. It was the interviewers' impression that there was a wide range of intellectual ability as well as personality types among these students.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students find out about the program from school bulletin boards and from counselors at the employment security or social service offices who inform the students or the parents that the student is eligible. The administrator of the program feels that the program is reaching the most eligible students.

B. Student Eligibility Requirements: To be eligible for the program, the student has to be enrolled in high school and must meet poverty guidelines established by the Department of Labor.

C. Job-related Curriculum: There is no job-related curriculum.

D. Counseling: An NYC counselor attempts to meet with each student once a month. There were less than favorable comments from some of the school staff members about the quality of supervision by the NYC counselors.

E. Placement: There is no formal placement program, but the program administration does help students file applications for vocational schools and colleges, and does try to find jobs for graduates.

F. Followup: There is no formal followup program. The estimated status of last years 57 graduates is: College, 50 percent; vocational school, 36 percent; military, 4 percent; and work, 10 percent.

VII. WORK ENVIRONMENT

A. Types of Jobs: One-third of the NYC students are in school janitor jobs, many others are aides in schools, and the remainder are aides in other non-profit organizations. Most of the students work in the schools, because in the small towns those are the only jobs available. It appeared that schools could probably have made better use of many of the students (for example, as tutors to younger students). Where there were other job sites, such as a State hospital, students were involved in more challenging work.

B. Training Procedures: At all sites, except for the State hospital mentioned above, the students learned through typical OJT procedures. At the hospital the NYC students attended bi-monthly staff meetings, in addition to receiving OJT.

C. Employers: Eighty percent of the students work in schools and the remaining 20 percent work in city offices or the State hospital.

D. Salaries and Other Benefits: All enrollees are paid $1.60 per hour by the program and may work 10 hours per week.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program is unusual in that it covers such a wide geographic area. It is successful in that it provides part-time jobs and spending money for disadvantaged enrollees. It does not appear to be successful in offering students a wide range of job opportunities.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Living on continuing resolutions, "under the gun," is difficult; and it is hard to plan for the future when funding is uncertain. Also program personnel realize they should try to expand job opportunities, but they don't seem to be doing much to actualize that expansion.

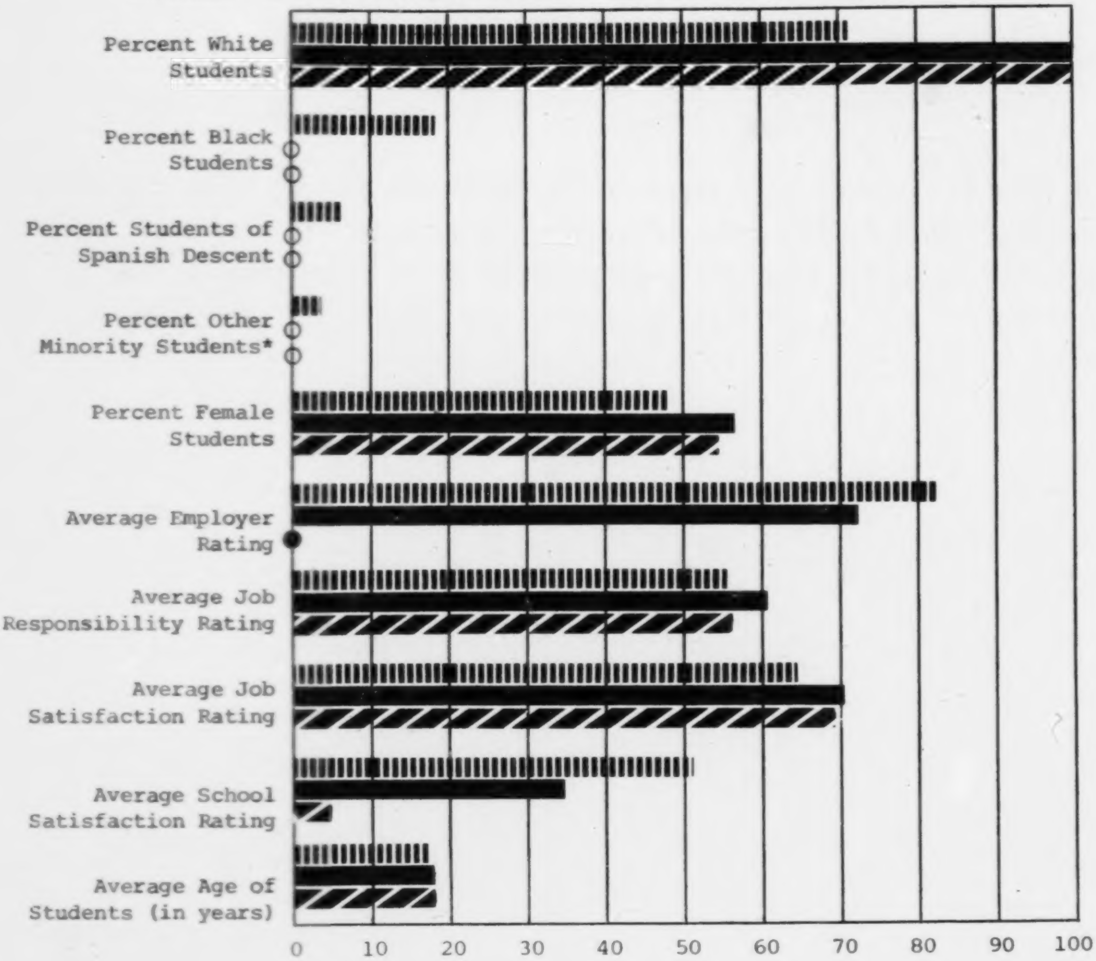
X. OBSERVER IMPRESSIONS

Most of the NYC students are placed in custodial jobs. Many of them expressed dissatisfaction because of these jobs. They felt that they could do more important, more meaningful tasks if they were given the opportunity.

The NYC Program appeared to be aware of the students' feelings about their jobs and said they would like to secure non-custodial work for the students. They stated that some employers do not want to assist these youth because they are poor and for the most part their families are receiving aid for dependent children.

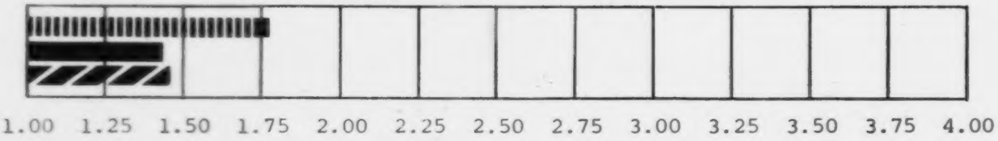
CLAY CENTER, KANSAS

EXEMPLARY PROGRAM IN OCCUPATIONAL EDUCATION IN A TYPICAL KANSAS RURAL SCHOOL SETTING: GENERAL OCCUPATIONS EDUCATION (G.O. ED.) SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level:	Secondary
Primary Purpose:	Specific Occupational Training
Industrial Setting:	Farming Region

Sample Size

24 Nonparticipating Students
23 Participating Students

▮▮▮▮▮▮	Mean of all participating secondary students in the study
▬	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

EXEMPLARY PROGRAM IS OCCUPATIONAL EDUCATION IN A TYPICAL KANSAS RURAL SCHOOL SETTING: GENERAL OCCUPATIONS EDUCATION (G.O. ED.) SEGMENT

I. OVERVIEW

Nestled in the rolling plains of rural northeast Kansas, Clay Center is the economic, commercial and social hub of Clay County. The Exemplary Program in Occupational Education in a Typical Kansas Rural School Setting was started in the fall of 1971. Under study is the 12th grade portion, General Occupations Education (G.O. Ed.), a cooperative work experience program designed to provide students with an orientation to the world of work as well as specific training in a wide variety of occupational areas. At present there are 41 students in the program, working in six different occupational areas (agriculture, distributive education, health, home economics, office, and trade and industrial occupations). Students may work before, during, or after school hours and receive credit for up to 3 hours of work a day.

II. PROGRAM ORGANIZATION

A. Primary Objectives: Although this is a cooperative program, less emphasis is placed on specific occupational skill training than is typical of such programs. In this particular program, the primary focus seems to be a more general orientation to the world of work. Special emphasis is placed on instilling acceptable modes of behavior that are in keeping with the town's rural midwestern conservative orientation.

B. Use of Advisory Committee: The program has an advisory committee, made up of representatives of local businesses, which meets 3 or 4 times a year. Its major role is to establish guidelines for the work portion of the program, especially in the area of employer responsibilities. It also plays a role in the general ongoing evaluation of the program's progress and in the development of community cooperation and support. At the employers' request, a student representative was added to the committee. This has contributed to the solution of some student-employer problems and, more important, has encouraged communication between students and employers, leading to greater employer awareness of the attitudes of youth.

C. Sources of Funding: At the present time, two-thirds of the program funds come from the Federal Government under the provisions of the Vocational Education Amendments of 1968, Part D, Exemplary Programs and Projects, with the remaining one-third coming from the State government. At the end of 3 years of operation (the program is now in its 2nd year), Federal funding will cease and the costs of operation will be taken over by State and local sources.

III. ORGANIZATIONAL SUPERSTRUCTURE

This program operates within the Clay County Unified School District, which has a total districtwide enrollment of 1,900. It presently operates in only one of the two high schools in the district, Clay Center Community High School, which has an enrollment of 600 students. The coordinator of the program is responsible to both the high school principal and the district's exemplary program director. A number of students from the other district high school have expressed an interest in enrolling in the program. Since these students would have had to travel daily to Clay Center Community High School for their formal class work, none of them have been allowed to enroll. However, plans are presently being formulated to expand the program into the other high school in the district.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The official functions of the coordinator are to coordinate and conduct the pre-entry orientation program given to prospective enrollees in the second semester of their junior year; interview parents and students on work experience interests and program responsibilities; acquire work stations to complement student work interests; teach the formal class work and supervise specialized individual instruction; and supervise and coordinate the work experience stations. In relation to the tasks of acquiring, supervising, and coordinating the work stations, the coordinator appears to be quite successful.

V. STUDENT COMPOSITION

There are 41 students in the program and their ethnic and socioeconomic backgrounds reflect that of the community as a whole, which is a White, lower-middle class, midwestern farming community. The students, however, seem to have attitudes very similar to those of youngsters in more cosmopolitan settings.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students, primarily the juniors, are made aware of the program through presentations to the junior class by the program coordinator, through the school counselors, and through articles in the school paper. These methods appear effective, since all of the nonparticipating students indicated they had heard about the program.

B. Student Eligibility Requirements: To be eligible for this program, a student must be a senior, at least 16 years old, and must have taken the orientation class (30 minutes, once a week) during the second semester of his junior year. Students also must show an interest in an occupational area.

C. Job-related Curriculum: In addition to the specific skill training received on the job, the students take a daily 1-hour class for general world of work orientation. This course covers techniques for finding and getting a job; general rules of on-the-job behavior, and basic personal, consumer, and small business economics; and tries to promote an awareness of career opportunities and aid in the development of career choices. Specific occupational training is provided by programmed instructional material in the student's individual area. In addition, the regular vocational program provides training in extremely well-equipped shops for those in the trade and industrial areas.

D. Counseling: The school counselor and the coordinator work together to provide counseling, especially career counseling, in the orientation class for juniors. They are available to the enrollees for general counseling, and group sessions in self-awareness.

E. Placement: Placement assistance is provided on an informal basis by the program coordinator. About 60 percent of the first year's graduates are in related work or education.

F. Followup: Since this is a new program, followup activities are just beginning and the procedures have not yet been formalized. The present plans are for following up all students after 1-, 3- and 5-year intervals.

VII. WORK ENVIRONMENT

A. Types of Jobs: While the students work in a wide variety of jobs and occupational areas, the majority are employed as sales clerks (9), office clerks and secretaries (7), sheet metal and welding workers (6), and gas station attendants and other auto-related jobs (10).

B. Training Procedures: Since the students are employed primarily in small businesses, there is virtually no formal on-the-job training; rather, informal OJT on a one-to-one basis is the rule.

C. Employers: The employers participating in the program are predominantly small retail merchants. There are also two large (for the area) manufacturers of grain drying equipment.

D. Salaries and Other Benefits: The program, on the recommendation of the advisory committee, has set a range of from $1.20 to $1.60 as the acceptable wage level for the students. Most of the employers pay $1.20, though some do pay the students $1.60, which is the minimum wage. A very few, who could not participate otherwise, pay less than $1.20 per hour. Except in these very small businesses, the regular employees in the same types of jobs as the students are paid at a much higher rate. This discrepancy, and the discrepancy between different employers in the program ($1.20 vs. $1.60), has caused considerable resentment among the students.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

Probably the major success of this program has been its ability to enlist a very high degree of cooperation and support from both business and the general community in a very short length of time. The program is also unique within Kansas in having students working in a variety of occupational areas under a single coordinator. While diversified occupations programs elsewhere are similar, this type of program has not been allowed before in Kansas. The program also provides a good deal of flexibility for the student by allowing him to work before, during, or after school hours or any combination of these schedules. Support from and participation by the business community appears to be strong and widespread.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The major problem, in the view of the coordinator, is the difficulty of setting up a club for students in the program, similar to the DECA and VICA activities in other cooperative programs. Since all present clubs are for specific occupational areas, this is a problem area for a diversified program such as this.

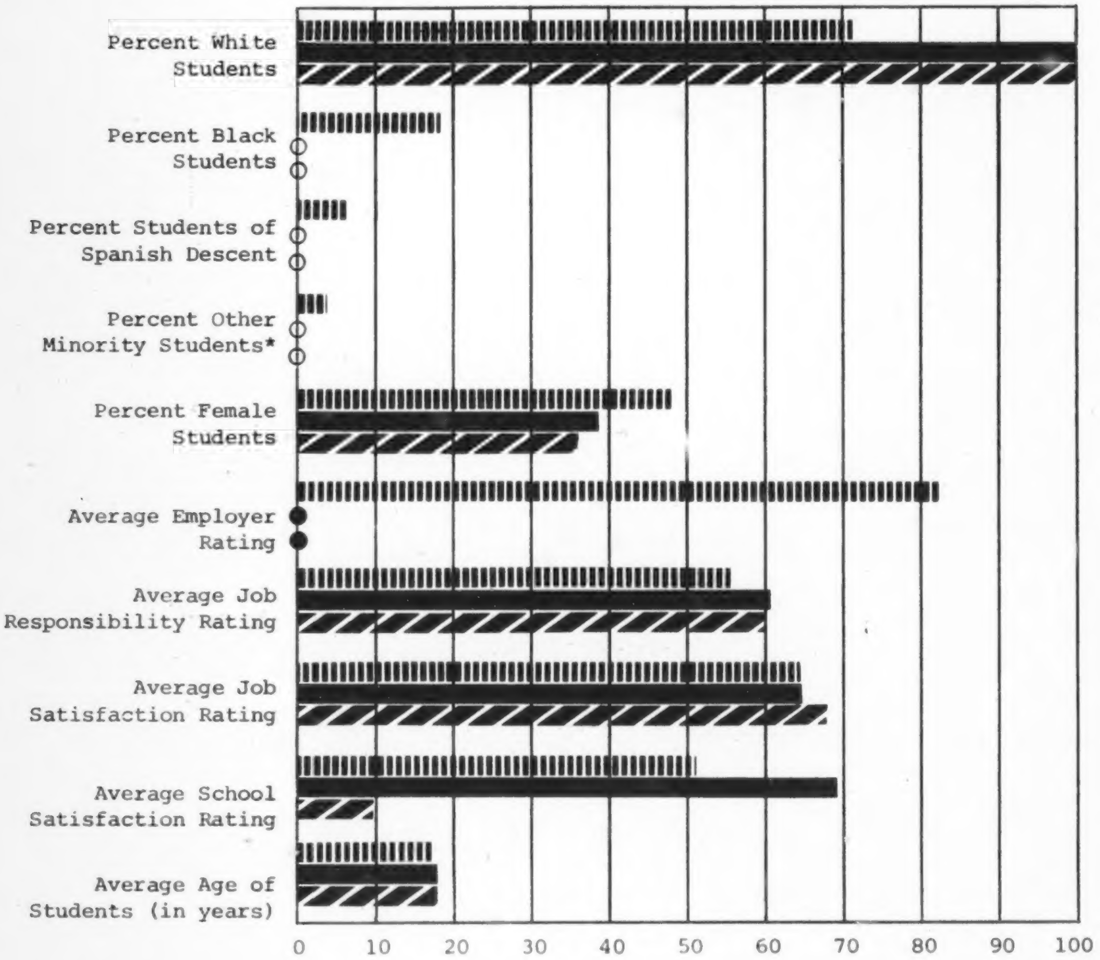
In addition, there appears to be a lack of meaningful interactions between the school and the students in the program. The following student responses to the question about desired changes in the program are typical: "I think we need a better train of communication with our teacher." "I like the program but it needs a change in instructors." "Sometimes we can't get across how we feel in our classroom."

X. OBSERVER IMPRESSIONS

While this program prides itself on its flexibility, it is surprisingly inflexible in some ways. For example, the students are not permitted to stop, for a snack or any other reason, on the way from school to work. While this rule was instituted to ensure that students arrive at work on time, the impression was given that following the rule was much more important than whether or not such a stop would, in fact, cause the student to be late.

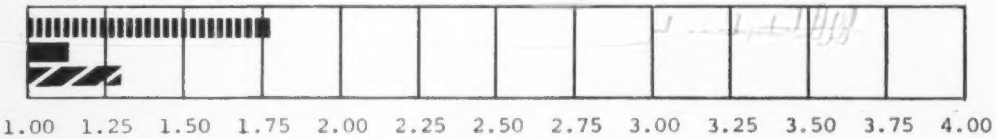
COLUMBUS, KANSAS

DISTRIBUTIVE EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Farming Region

Sample Size

22 Nonparticipating Students
13 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

COLUMBUS, KANSAS III-153

DISTRIBUTIVE EDUCATION PROGRAM

I. OVERVIEW

The Distributive Education (DE) Program is run by the Columbus division of the Southeast Kansas Area Vocational Technical School operating in conjunction with Columbus High School. The school is located in Columbus which is a county seat and farming community of 3,500. The community has a clean, attractive business district surrounding the courthouse square. It is located in the southeast corner of the State just inside the State line, and about 20 miles from any other town of comparable size. The county was said by the director to have the highest percent of people on welfare in the State (13 percent) and the lowest educational level (average grade level of 8.2). However, the town itself was typified as average.

The program serves both secondary and postsecondary students. It has been in operation for 14 years and was begun by the present teacher/coordinator, who was himself a product of a high school distributive education program. While still in college, he was asked to come to Columbus High School to organize the Distributive Education Program. He has been with this program for a total of 9 of its 14 years.

II. PROGRAM OBJECTIVES

A. Primary Objectives: The primary purpose of this program is to train students in distributive education subjects--advertising, sales, retail buying, etc.

B. Use of Advisory Committee: The program has an advisory committee composed of a dentist, the manager of a furniture store, the owner-manager of a hardware store, and the advertising manager of a newspaper. The committee meets twice a year to publicize and promote the program, to advise on the addition of new areas of curriculum, and to discuss improvements in training facilities.

C. Sources of Funding: Funding for the program comes from several sources: 27 percent from the Federal Government (distributed by the State), 19 percent from the State government, and 54 percent from local taxes. A negligible percent comes from student fees, and some tuitions are paid by the school districts for students from outside the home district. The Federal funding is under the 1968 Amendments to Vocational Education Act, Part B. (It was noted that most cooperative programs in Kansas are funded under Part B, and that the State uses Part G funds for new and expanding programs.)

III. ORGANIZATIONAL SUPERSTRUCTURE

The teacher/coordinator is responsible to the assistant director of the Southeast Kansas Area Vocational Technical School, who administers the Columbus division on the Columbus High School campus. He in turn is responsible to the director of the Southeast Kansas Area Vocational Technical School located in Coffeyville, Kansas. While the Distributive Education Program is autonomous, the assistant director and coordinator meet occasionally with their counterparts in Coffeyville to exchange curriculum and materials. Distributive education programs are loosely coordinated at the State level. Students from this program compete at State leadership conferences. Similar distributive education programs exist at the Coffeyville campus of the Southeast Kansas Area Vocational Technical School and at Ft. Scott and Coffeyville Junior Colleges. Other work education programs on the Columbus campus include Office Education (10-15 students), Neighborhood Youth Corps In-School (5), Manpower Development and Training Act), Veterans Vocational Rehabilitation (3), and Vocational Work Study (2). A Work Incentive (WIN) Program was once in operation but it has been discontinued.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The assistant director of the school administers the program. The teacher/coordinator teaches the related classes, counsels the students, and coordinates their work with the employers. The teacher/coordinator, following loose and helpful, rather than dictatorial guidelines from the State, selects materials and procedures from any source available to meet student needs on a collective and individual basis.

V. STUDENT COMPOSITION

There are 13 students in the work/classroom phase of the program, and 24 1st-year students in the early stages, where work in not involved. Both secondary and postsecondary students are accepted. About 10 percent of the students are physically handicapped, and none represent minority ethnic or racial groups. The school has provisions for the academically disadvantaged, whereby many students are working with the reading teacher on communication and comprehension skills.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment is carried out through distribution of printed materials prior to enrollment and through articles in the newspaper. The teacher/coordinator and director meet with sophomore classes to explain the program. Counselors may refer students to the program. The teacher/coordinator mentioned that "Students select the program because of their interest. That is what we are here for, not to build an empire."

B. Student Eligibility Requirements: There is no academic minimum set for program eligibility, and if a student is willing to try, the coordinator will work with and encourage him even when his attendance and grades are poor. Students must have been in the junior program, which is a preparatory class in DE in order to be eligible for the senior program where work is involved, but occasionally students are given permission to enroll in both at the same time.

C. Job-related Curriculum: Students receive job-related instruction in school in the form of lectures and programmed instruction. This includes both general job instruction and specific individualized job training with supplemental units of instruction obtained from the University of Texas. The DE classroom is equipped as a laboratory containing mostly materials and equipment relative to distributive education, such as mannequins, printing supplies, and showcases. There is a glass partitioned area in the corner where the coordinator holds conferences. There is an active Distributive Education Club of America (DECA) in the program which operates two stores (stands in the gym) during the noon hour. One dispenses soft drinks and shares proceeds with the student council. The other is a miscellaneous item stand, handling snacks and school supplies, which takes in $50 per day gross and nets $2,000 per year. These funds are used for club expenses, including finances for the State convention in Kansas City, the spring banquet for employees, etc.

The teacher/coordinator records student progress with the use of a hugh peg board covering one wall of the classroom. As a student becomes competent in a skill or area, his progression is indicated by golf tees placed in the area of his achievements. The teacher/coordinator is in the process of developing performance objectives and has a test that he gives each student at the end of the year. In addition, the employer is provided periodically with an evaluation sheet for each student.

D. Counseling: The usual counseling is available through the associated high school, though the teacher/coordinator would like the school counselors to be more acquainted with vocational education than they are. The teacher/coordinator meets with individual students for counseling during class time and he also visits periodically with the employers to discuss the students.

E. Placement: Placement activities carried out by the coordinator resulted in about 50 percent of the students being placed last year. Students who are able are encouraged to go on to college.

F. Followup: The coordinator maintains an organized followup program to evaluate job success of former students. He has a card file which he updates by mailing a form provided by the State to each student.

VII. WORK ENVIRONMENT

A. Types of Jobs: Of the 13 senior distributive education students, five are working as office clerks, two as food service clerks, two as service station attendants, one as a checker, and one in health occupations. The coordinator stated that "job slots have to develop like students," i.e., suitable slots should be matched with student interests and employers should be given guidance in methods of student training.

B. Training Procedures: The teacher/coordinator provides a short description of the DE students (see Attachment) to each new training supervisor (employer) when a new student is hired. With this for guidance, the employers interviewed generally followed the pattern of first orienting the students to their business and then introducing them step by step to the various tasks peculiar to that type of business. These included checking inventory, marking and handling new merchandise, writing up sales, ordering, and in one instance tuning and repairing bikes. The students were closely supervised until they were able to take over a task on their own.

C. Employers: The teacher/coordinator impresses upon the employers that they are providing a training station and not just a job, and that they have to learn what to expect. The employers interviewed included a mail order catalog store, a hardware store, a grocery store and a fabric store. The employers were all enthusiastic supporters of the program, with most regarding it as a convenient source of labor. The town is small and the employers develop close relationships with the students. They are able to encourage and guide them and give detailed information about operating their businesses. The coordinator was hard pressed to provide names of nonparticipating employers, since most businesses in the town have participated at one time or another in the past. Employers are selected according to their compatibility with students' vocational interests.

D. Salaries and Other Benefits: Student wages ranged from $0.75 per hour to the minimum wage of $1.60 per hour. Except for one student who received the minimum wage ($1.60), all received wages below those of regular employees. In the case of the employer who paid $0.75 per hour, he mentioned costly mistakes that had been made by students. He said he felt sometimes that even $0.75 was too much. This employer was satisfied with the student currently placed with him, except that she was "young and immature," but he made a number of references to an earlier situation in which a student had to be dismissed for theft.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program director attributes the success of the program to the guidance of the teacher/coordinator who develops strong relationships with the students, relates well to the business world and maintains strong community support and active involvement in the program. The employers also feel the town is very fortunate to have this teacher/coordinator. Good ideas and materials from any available source are utilized by him and the program is constantly undergoing review and modification as a result of evaluations and suggestions made by students and the advisory committee.

On the day before the interview, the students had returned from the State convention in Kansas City, where they had received the "Outstanding Student of the Year" award and earned eight trophies (more than any other school, including the large urban schools). The outstanding student was described as a sharp student, but socially backward before his experience in DE.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Because of the small size of the town and its isolation, the number of job slots is limited. The facilities at the school have adequate equipment but are cramped for space. As for improvement of on-the-job training, both the teacher/coordinator and one employer stated that the students should be given more personal attention by work station supervisors. This employer also felt he would benefit from some type of informal training program which would explain the program objectives and purpose for both the students and himself.

X. OBSERVER IMPRESSIONS

The Distributive Education Program in Columbus appears to be highly successful mainly because of the efforts of the teacher/coordinator, who provides effective guidance and counseling for the students, runs a well organized program, and secures active support and involvement from the community.

The employers are quite active in the program and provide more than just job slots for training. They have given money to support DE projects, personnel for school lectures, and merchandise for displays. Reportedly, 50 percent of the employers in the community wanted to participate in the program before being approached by the coordinator.

One unique feature of the program is that employers are considered "assistant teachers." Students, instead of feeling the pressures of boss/student relationships, are able to confide in their employers. The employers themselves often seem to treat their students as their own children. Some of them have provided students with clothing and financial assistance for continuing with school work.

The coordinator was pleased that he had been able, through counseling in his program, to keep two boys from dropping out of school. These boys previously were chronic absentees.

The students who were interviewed appeared to be genuinely involved and interested in their work. They asked many intelligent questions about the questionnaire items and the study in general. Their willingness and concern about the study was delightful, and it was a pleasure to interview them.

ATTACHMENT

TRAINING SUPERVISOR OR EMPLOYER IS GIVEN
THIS MATERIAL WHEN A NEW STUDENT IS HIRED

YOUR YOUNG WORKERS

Understand Them
- They are growing up physically and mentally.
- They have learning ability but lack judgment.
- They are striving for independence but feel insecure.
- They want to conform yet value their individuality.

Teach Them
- Make your orders clear and concise.
- Start them on jobs they can do quickly and well.
- Teach them safe practices.
- Answer their questions and explain their mistakes.

Encourage Them
- Make them welcome.
- Praise them when they deserve it.
- Help them stand on their own feet.
- Show them your enthusiasm.

Respect Them
- Listen to their ideas.
- Give them responsibility when they can take it.
- Help them find opportunities for training and education.
- Promote them when you can.

THE YOUTH YOU SUPERVISE

What is the Importance of a Young Worker's First Contacts with the World of Jobs?

For youth, it is the chance to grow up. Good job experience can provide an opportunity to develop work habits and attitudes, which will help determine the whole course of their productive life and help them to achieve the adult statue they are looking for.

For management, it can mean the foundation of employee attitudes, which may carry over into the whole field of work and interpersonal relationships. What the young worker learns and how he reacts in his first job ventures with an employer may form, in large part, the foundation of his future habits of industry and cooperation.

The large numbers of young workers entering industry every year present management and supervisors with a challenge to adapt their supervision to the characteristics and behavior of youth in order to develop the work habits and attitudes that a good worker needs.

Memo to Supervisors

Most of the youngsters you will supervise are entering a new, strange world as they take their first jobs. They are not "wrokers" until they have had a chance to learn how.

You, Mr. Supervsior, may well be the key to whether or not the new recruit develops good work habits and constructive attitudes.

Youth's sharp eyes, quick fingers, energy, and readiness to learn are assets. It's important to you that they get started right and important for them and for the country.

As supervisor, you can be a constructive counselor to youth; and your influence will go beyond the immediate job. Helping young people find satisfaction in work has many rewards.

Naturally, you want to make efficient producers out of your young workers. Success will depend on your understanding of what youth are like and your skill in applying general principles of good supervision to youth on the job.

What Are They Like

Each one is different. Each is changing at his own rate and in his own way from child to adult. This time of rapid change begins at about 12 to 14 years of age and continues to 21 or 22. The period of greatest stress comes between 14 and 18.

What does this growth mean to them? How do their attitudes and interests change? How are they struggling to work out an adult self--to decide the kinds of persons they want to be? They are anxious to "belong" in the adult world, and yet they are slow sometimes to give up their childish ways. It is important to them to be independent--to throw off adult dominations of childhood. Many of them still have to learn that grownups, too, are subject to authority. They're not full-fledged adults yet, but they're trying their wings.

How They Think and Learn

The typical adolescent of 16 or 17 has about attained his adult ability to learn. He has also reached the age when he wants to reason things out--to understand the principle back of the action. He does not argue just to show off.

You'll probably find a sharpness of mind if you look for it. Bright people are likely to resent being talked down to. However, though they may be intelligent, they acquire judgment only through experience. Their judgment grows as they meet and solve problems.

These youth learn from observing you and their fellow workers as well as from what you deliberately try to teach them. They are especially prone to imitate grownups they admire.

Everyone learns faster when he feels at ease. Youth may be so absorbed by concern about the new situation they find themselves in that at first their minds are not free to learn.

Success in the first steps is important to learning. If young workers are confronted with failure as they begin a new activity, they may be afraid to try again. You can help them use their mistakes to increase their learning.

Youth may be doing a great deal of intellectual and emotional exploring. This is part of what adults call "day dreaming." They look for answers to big questions--are searching for ideals, for values, for understanding of life. Their idealism makes them responsive to appeals for teamwork, loyalty, and high standards.

How They Feel

Youth are insecure in this growing-up stage. They hate to be laughed at. They don't want to ask questions that may sound silly. Adolescents may feel grown up and confident one day and like children the next. They grow out of this!

When they are in a self-confident phase, they may act intolerant of adults who they think make mountains out of molehills. Everything is simple to them when they are in a conquering mood.

They are often very critical of themselves and sensitive to blame. On the other hand, they are reluctant to admit errors to others and are easily discouraged if ridiculed or criticized too harshly.

They may be as critical of others as they are of themselves. They expect a lot from adults around them and feel very let down when grownups fail them.

Youth have a deep need to be accepted as persons in their own right. When they are treated as adults, they usually respond with adult behavior. They value the respect of adults around them, even though sometimes they don't seem to know how to gain it.

If they feel your interest in them and your desire to help them make good, they'll probably accept you as a friend and adviser.

What They Want

Youth are a bundle of contradictions. They want to be treated as an individual, yet want to be part of their "crowd." They are strongly group minded and want to be part of a team.

They want to do things in the accepted grownup way. This makes them try to appear sophisticated. To hide insecurity they may affect a bold manner, or slang, or profanity.

Young people often want different things from a job than do adults. Human relationships are important to them. They usually want most of all to like the people they work with and to be liked by them. They want the boss to like them, too. They will try harder and do better if they feel they are recognized and liked.

Youth's interest in the opposite sex is not suspended during working hours. Girls and boys will play up to boys and girls though it may look silly to adults. They have to learn that social interests must not interfere with the job.

Young people want to be successful. Those who are at school and work have school success on their minds as well as success on the job. Besides wanting reasonably good grades, they are probably concerned about success in other activities--athletics, dramatics, school social life. Their sense of values may be strained when the job conflicts with the biggest football game of the season. They may need your help in getting the right perspective.

But they want job success, too. They may expect too much too fast. They may not realize their own limitations or the limitations of the job. You may have to help them set aims in keeping with their abilities and show them how to reach them.

How Speed Their Progress?

You do for youth all the things you do for other new workers, and always you remember they are young and developing in body and mind. Because they are in that in-between stage when they are not quite adult, some general principles of supervision take on special importance in dealing with youth. Or we slant them differently when we're supervising youth.

The new worker has no office know-how--has never experienced the routine things you're likely to take for granted in a work situation. You can expect him to react differently from adults. Remember what a change it was for you to go from classroom to workroom.

Develop Good Attitudes

You want your workers to be cooperative, to be willing to pitch in when emergencies arise, to have pride in the organization and to feel they have a stake in it. These cooperative attitudes are a by-product of all the supervisor's dealings with his employees, from the time they apply for a job until they leave his employment.

You have a great opportunity to develop good attitudes in your young workers. Go on from there. When you stress the "we" and not the "I", it makes them feel they belong. Learning about the company organization, the employee benefit program, and top management personnel and policies will boost their morale.

You can stimulate interest in the job by helping young workers see why their work is needed and how it fits into the whole pattern of the organization. It helps if you tell them ahead of time when you're planning changes that affect them.

You can develop their initiative by encouraging them to join in figuring out ways of cutting out waste or of making their work easier or better.

Praise your young workers, too, when their work merits it. It may be just the spur they need and will make them feel you're their friend. They'll do more out of loyalty than out of fear.

The language and behavior of the other workers will influence their behavior, too. Encourage the kind of atmosphere you'd consider suitable for your own sons and duaghters.

Bad attitudes toward work or fellow workers are cited as reasons for job failure more frequently than inability to do the work.

If young workers act defiant or resentful, it may be just an experiment in independence, or maybe they're identifying you with parents who refuse to let them grow up. If you use an honest approach, you'll encourage cooperative attitudes.

Attitudes are caught, not taught.

Start Them Right

You probably carry out a program of orientation for all new employees. You understand that you have to help them all adjust to their new jobs. But it takes more time and attention to specific details to get your young workers off to a good start. This is well worth doing because they have many useful years ahead of them if they get started right.

Remember that inside they're probably scared and that it is up to you to relieve the tension. A friendly word can be a lifeline. Once they have some confidence--if they're familiar with their surroundings, know their fellow workers, and understand who's to give them orders--they'll be able to learn faster.

Take time to show them where all the facilities are--washroom, lunchroom, drinking fountains--and what to do in case first aid is needed. You'll have to explain how, when, and where they'll be paid, why deductions are made, and why some pay is held back. Company rules should be explained to them before they inadvertently offend. When they see that rules are reasonable and in the best interests of all, they're glad to observe them.

If you can put them under the wing of a friendly worker with more experience, it will help them feel at home and find their way around. Other workers can help by accepting the young ones in their "give-and-take" on the job--not bullying or playing practical jokes.

Talk to them about the end product or service the establishment produces. They want to be part of something bigger than they are.

A good start is half the battle.

Show Them How

Training workers in job skills is a big part of your job as supervisor. It's always a good idea to plan and organize jobs in short units for beginners. But for young workers this is essential.

Breaking up their jobs into short units eases them into a full workday gradually. Young people aren't used to sticking at one thing for four hours a day. School and home tasks have usually been short ones.

You don't just tell young workers what to do--you show them how to do it. Take it step by step. Then let them do it a step at a time. You take it slower and go into more detail than with adult workers because you know they are green.

Talk to them in words they'll understand. Make it easy for them to ask questions. When you tell the reasons for doing things your way, they catch on faster. That way they feel that you respect their intelligence, and they don't have to show off to impress you.

Most beginners worry more about speed than quality. They need to know what you consider of first importance--speed or quality. They may not realize that keeping a steady pace and doing the job right makes a difference to their fellow workers. Young people don't mind your being firm about things that matter as long as you're fair and square.

Encourage them to think about what they are doing. If they routinely perform an operation, they may routinely repeat the same error over and over until you discover it.

It's as important at this stage for youth to learn good work habits as it is to master skills.

Keep Them On The Job

Reducing absenteeism by keeping workers accident free and healthy concerns all of us, but most of all it concerns you as a supervisor. Absent workers don't produce.

Youth need more guidance in safety measures than older personnel. They are curious--like to experiment--take more chances. Give them clear orders about safe areas and practices. Point out that doing things the right way means doing them the safe way. Help them see the reasons for safety regulations and clean-up rules.

Breaks in routine or changes in operation will help their growing bodies. Studies show that prolonged use of one set of muscles hamper healthy development. If work is strenuous or if it involves a steady strain, arrange for rest periods.

Helping them learn to take care of their health and to feel responsible for being on the job is better than firing them. They'll probably accept guidance from you that they'd reject from their parents, once they see its relation to success on the job. If you have to fire a young worker, tell him why. It may help him on his next job.

Safety and health habits learned on their first jobs will pay off for young workers and employers for years to come.

Help Them Get Ahead

As a supervisor, you are continually checking your employees' progress and giving them credit for good work done. You also have to look ahead and plan for future personnel needs. In order to match people and jobs, you have to be able to size people's abilities and analyze the requirements of various jobs. Don't overlook your young workers when opportunity knocks for them.

Youth may be misled by an abundance of job openings into thinking they can advance themselves by hopping from one job to another. Explain to them how they'll be given more responsibility or put on production jobs that pay more once they have their bearings. High turnover results when young workers think of entry tasks as dead-end jobs.

Encourage the ambitious ones and show them how they can get ahead. Watch for developing abilities. If promotion depends on more education or training, tell your young workers where and how they can get it.

If there are better jobs that they could be considered for in another department, don't hold them back. It's discouraging to a young worker if he's kept on a beginner's job just because he does it well, or because it's a nuisance to train him on the next one.

It's good supervision to see that ambitious young workers get a chance to use their highest capacities.

WHAT WORDS CAN DO

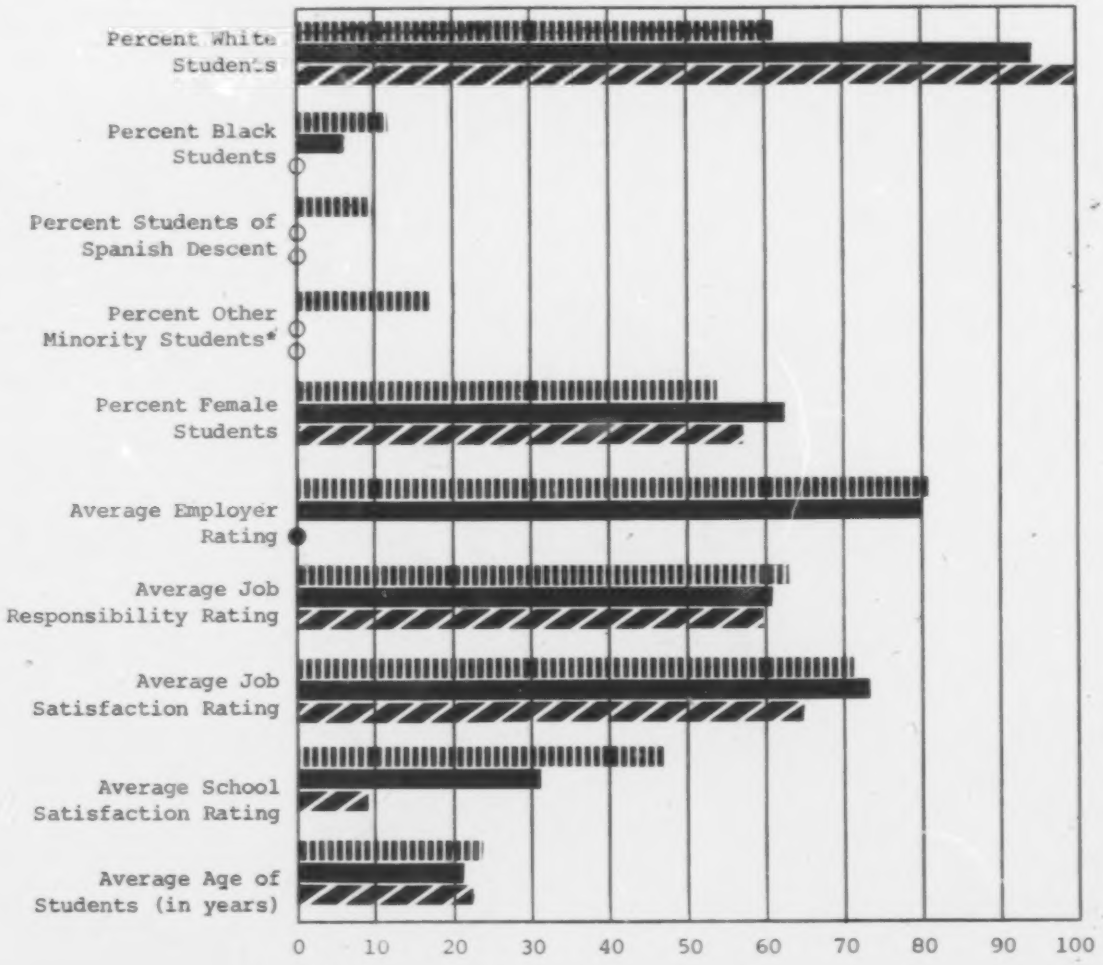
There's something good that you can say
    About each person whom you know,
Some kindly thought you can convey
    That lights the eye and brings a glow.

You have the power to bring some joy
    To one who finds the going rough,
Some anxious girl or troubled boy
    May find a word from you enough.

It's strange what kindly words can do
    To cure an inward hurt and shed
Some light that brings a brighter view-
    Why should we leave those words unsaid?

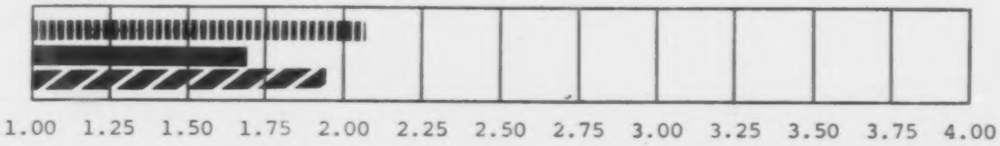
SOMERSET, KENTUCKY

COOPERATIVE EDUCATION PROGRAM IN BUSINESS



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Farming Region

Sample Size

14 Nonparticipating Students
16 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

SOMERSET, KENTUCKY

COOPERATIVE EDUCATION PROGRAM IN BUSINESS

I. OVERVIEW

Somerset Community College is located in a farming community of about 12,000, approximately 80 miles south of Lexington, Kentucky. The Cooperative Education Program in Business was initiated 2 1/2 years ago by personnel of Somerset Community College, who wrote a proposal when they learned funds were available. Students in the program are trained for work in occupational fields related to business. They receive one credit for each 80 hours of work per semester.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the program is to train students for work in business areas and to familiarize them with the world of work.

B. Use of Advisory Committee: The advisory committee is composed of representatives from college technical programs plus ministers, doctors, and businessmen from Somerset. The committee advises the program personnel on curriculum, publicizes the program, recruits students, finds training stations, and makes suggestions for program improvements.

C. Sources of Funding: The program is funded by the 1968 Amendment to the Vocational Education Act, Part A. The funds are administered through the State Business Vocational Education Department. The funded amount for 1970-71 was $11,014; for 1971-72 it was $11,370; and for 1972-73 it was $11,281. This amount includes salaries, travel, telephone expenses, and fringe benefits. The funding does not include money for supplies.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Community College System, which is composed of 13 colleges, is administered by the University of Kentucky. Each college is headed by its own director and serves its surrounding counties. Somerset College includes students from Rockcastle, Pulaski, Wayne, Russell, and Casey counties.

The program personnel include the assistant director for academic affairs, who is responsible for the administration of all 2-year occupational programs at the college and the coordinator of Cooperative Education Programs in Business, who has immediate responsibility for all cooperative business program activities and is directly responsible to the above named director.

Somerset Community College personnel meet with coordinators from the cooperative programs in local high schools. Information on the different programs is exchanged during these meetings, and coordinators discuss ways to avoid conflicts among programs. The high schools place students in positions with some of the same employers used by the college. In the high school programs, students are not paid, so employers may favor them over the college students.

Other work education programs in the school include Allied Health (25 students), General Work Study (38 students), Recreation Management (13 students), and practicums in Mental Health and Secretarial Science.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The program coordinator is primarily responsible for supervision and placement of students. The coordinator helps in the program evaluations, but the State Department and college administrative personnel are responsible for most program evaluations.

V. STUDENT COMPOSITION

Of the 28 students enrolled in the program, 5 percent represent a minority ethnic or racial group and 55 percent are female. There are no physically handicapped students in the program.

Some students accepted in the program are economically disadvantaged and lack motivation and interest in attending school. About 67 percent of the students are academically disadvantaged.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students are recruited by recommendations from other students, through personnel appearances before service clubs and by suggestions of the advisory committee.

B. Student Eligibility Requirements: Students must be enrolled in a 2-year vocational program, and be majoring in a business field (such as management technology, data processing technology, or recreation leadership) or in areas of study related to legal or professional secretarial training. The program also seeks economically disadvantaged students, although this is not a requirement.

C. Job-related Curriculum: Students in the program are enrolled in a seminar which meets once a week. During this time students and coordinator discuss students' problems and review curriculum changes and program guidelines. Also, this seminar is used to provide special instruction to upgrade students' skills in job areas.

D. Counseling: The coordinator counsels all students in the program. School counselors, teachers, and administrators also share counseling responsibilities when needed.

E. Placement: There are no formalized job placement activities. The students have the services of the university placement office available to them as well as the local employment service.

F. Followup: No organized followup procedures are used in the program. The coordinator conducts informal followup activities. Formal followup activities are a recognized responsibility of the college, but have not yet been implemented for the Business Program.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are employed in the following kinds of jobs: Secretarial (12), management (sales and bookkeeping) (10), recreational leadership (4), and agricultural business (2).

B. Training Procedures: Employers all have some form of general orientation for the student trainees. During the orienation sessions, usually conducted on the first day on the job, students learn how the companies operate and what their specific duties will be. Actual work for most students usually begins on the second day.

C. Employers: Employers interviewed included a congressional representative, a real estate company, a charitable institution, and an office at the college. All employers are supportive of the program, but their reasons for participating varied. Two employers felt the program was an excellent source of secretarial help when needed, one employer felt he could depend on the program to provide competent secretaries who were really professionals, and another employer felt a sincere need to help students who wanted training for a job.

D. Salaries and Other Benefits: Salaries ranged from $1.25 to $1.75 per hour for student trainees. Regular workers hired in the same positions received salaries that ranged from $1.60 to $1.75 per hour. The one employer who paid a student $1.25 per hour felt that the trainee should be getting the minimum wage but that was all she could afford, and she further felt the student should be more interested in the job experience than in financial benefits.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The coordinator felt that the program's success was based on the community and school administration's support of the program, and on the seminar which provided opportunities for students and coordinator to openly discuss and solve problems.

Employers felt that the success of the program was due to the students' total involvement in work (relating classroom knowledge to job experiences). They felt that the unusual features of the program were the active involvement of businesses in education, and the emphasis the program places on training students how to relate to the business world, including co-workers, employers, etc.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The coordinator felt the coordination of student recruitment for the program as well as job slot development could be improved. He also suggested a better coordinated and organized placement service for the program. At the present time the college contacts the employer, describes the program and receives only a verbal agreement from the employer that he will place students in his company.

Another problem involves the coordination with other programs, both high school and college, for student placements in selected job slots. Meetings with the other program coordinators have alleviated this problem to an extent.

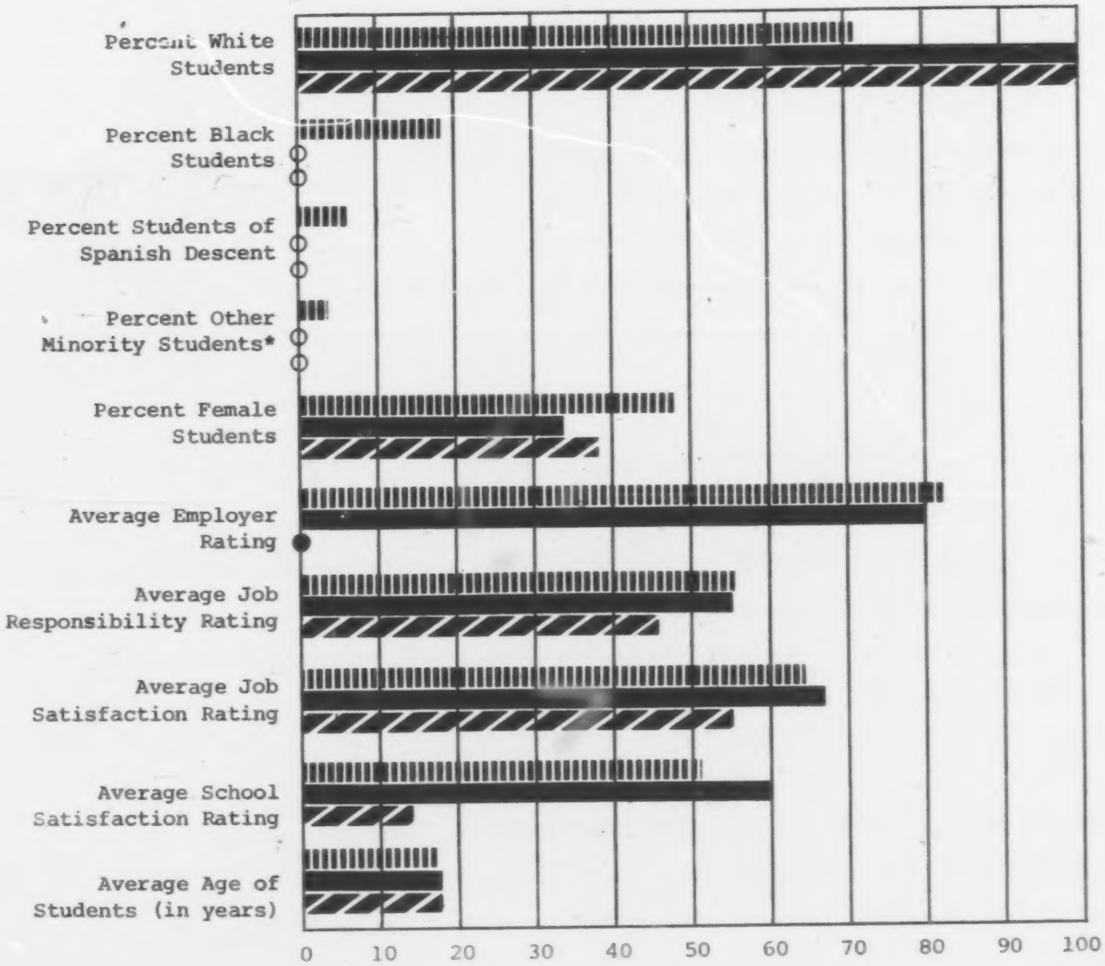
Other problems in the program were cited by employers. Two employers were disconcerted over the students' work hours which did not conform to the normal work schedule of a regular worker. For instance, one student's schedule was Monday, Wednesday and every other Friday. Another employer commented on the lack of typing and shorthand skills of one of the students in his agency. This student's deficiency was not a serious drawback since he did not require a great deal of typing or shorthand of the student.

X. OBSERVER IMPRESSIONS

The coordinator has been with the program for only 1 1/2 years and it appears that he is trying to adequately organize the program. The program faces the usual problems of recruitment, job placement and coordination.

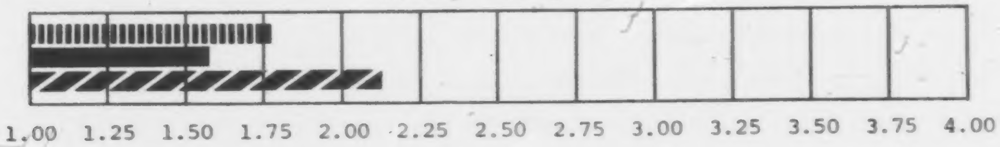
RANGELEY, MAINE

COOPERATIVE EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)	
Educational Level:	Secondary
Primary Purpose:	Specific Occupational Training
Industrial Setting:	Single Industrial Area

Sample Size

8 Nonparticipating Students
15 Participating Students

▥	Mean of all participating secondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

RANGELEY, MAINE
COOPERATIVE EDUCATION PROGRAM

I. OVERVIEW

Rangeley, Maine, is a rural community in a rather isolated location. The high school has approximately 80 students, 15 of whom are in the Cooperative Education Program. The preponderance of these students are male, and nine are employed in auto service occupations. Employers willing to have students during the slow winter months are almost non-existent. The town, with a population of 800, has a dearth of employers to begin with, and the busy season with the influx of tourists is in the summer when school is out. Hence, most of the work is done during the time of year when release from school is not relevant.

The program coordinator for the past 1 1/2 years stated that the program had been in operation 3 years. However, one participating employer indicated that the program had been operating for 12 years. He was on the school board in 1961, and has hired cooperative students for his contracting firm each year since then, to allow them to receive training in the building trades.

II. PROGRAM OBJECTIVES

A. Primary Objectives: Although the coordinator has not developed measurable program objectives for this school year, the program is used in Rangeley to prevent students from dropping out of school by providing work experiences and opportunities for students to earn money while in school.

B. Use of Advisory Committee: There is no advisory committee for this program.

C. Sources of Funding: The program receives State, local, and Federal funds. The bulk of the funds appears to come from Federal sources via the 1968 Amendments to Vocational Education Act, Part G.

III. ORGANIZATIONAL SUPERSTRUCTURE

The coordinator spends 50 percent of her time at school as the high school counselor. She attends 10 day-long meetings each year in Augusta at the State Department of Vocational Education. All of the cooperative coordinators in the State attend these meetings and receive advisory suggestions on the revision and improvement of their programs.

The Rangeley program appears to be tightly controlled and guided by the State Vocational Training Department in Augusta. At the suggestion of this department, the school has started four "mini-courses" with an enrollment of 17 students, as an addition to the regular cooperative program. These courses are taught on the job site by employers who are paid $5 per hour for teaching. The courses are intended to provide job-related instruction in four vocational areas: Electrical wiring, nursery schools, small retail business administration, and grocery store operation.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator said she had personally located only three participating employers, and the students have made the initial contacts for the rest of the jobs. When the student makes the original contact, the coordinator is notified by the student, and then the coordinator interviews the participating employer and asks him to sign a statement that binds him to abide by minimum wage laws for the State.

V. STUDENT COMPOSITION

There are no minority students in this program. The 15 students in the cooperative program were all born and raised in Rangeley, Maine. Six of the students are female.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The program is not advertised because the school is small. Students know about the program and express a wish to join if they care to.

B. Student Eligibility Requirements: Students must be juniors or seniors and 16 years old to enroll in the program. An effort is made to enroll dropout-prone students. However, seniors often enroll to earn money.

C. Job-related Curriculum: Students do not receive job-related instruction in school, except those in secretarial classes or shop courses.

D. Counseling: The coordinator counsels students and visits all the employers each week for feedback.

E. Placement: There is no placement program.

F. Followup: There is an organized followup program to evaluate the success of former students. Of those contacted, some got married, some went into the service or went to college, and two were working in the field in which they worked in the Cooperative Education Program.

VII. WORK ENVIRONMENT

A. Types of Jobs: Most jobs in Rangeley are for boys. Nine boys are in training with an employer as auto mechanics, two girls each are being trained as teacher's aides by the Rangeley Elementary School and as sales clerks, and one is being trained as a kitchen worker.

B. Training Procedures: There are no formalized training procedures. Students are placed on jobs and assigned a supervisor for OJT.

C. Employers: The employers interviewed were a school, an auto repair shop, a town office and a general contractor. All four stated that they would continue in the program and would recommend it to other employers. Most felt that the goals of the program were to provide practical working experiences which would give students opportunities to learn skills in specific occupational areas as well as to provide career exploratory opportunities before their decisions for vocational choices are made. One employer, however, felt that his purpose in the program was to provide his company with cheap labor.

4. Salaries and Other Benefits: Salaries paid students by three of the employers interviewed were lower than the minimum wage. They ranged from $1.35 to $1.60 per hour. These wages were below those paid to regular workers, or else there were no regular workers doing comparable work. The coordinator stated that only a program without pay for students would attract local employers looking for free labor. Two students in the program were paid $1.80 per hour from NYC.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

An unusual feature of this program is the control exercised by personnel from the State Department of Education. The coordinator has less autonomy, but receives more guidance, than at any other site visited by the Eastern interview team. The State Vocational Education Department serves as the program's advisory committee. No local advisory committee exists.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

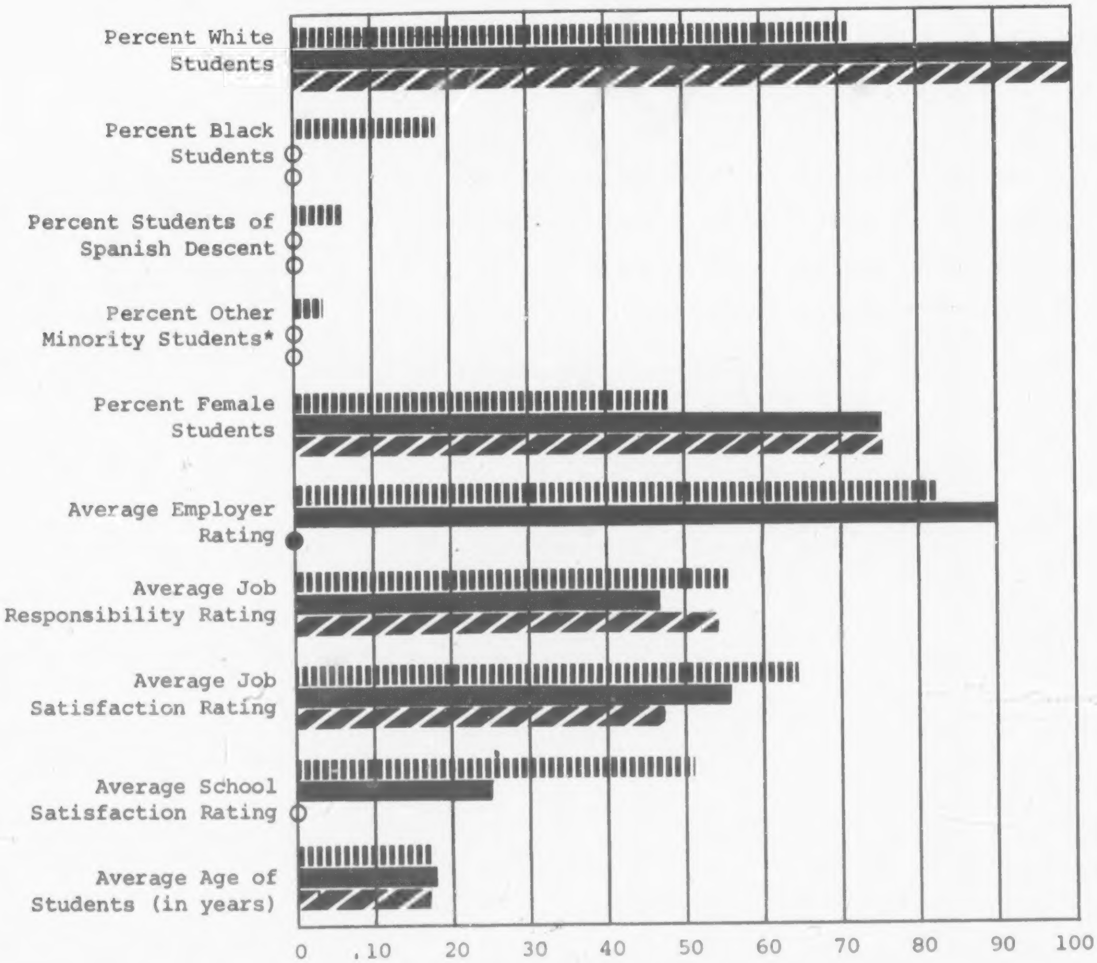
The coordinator cited as a problem the need for more work stations for girls, and the need for job-related instruction.

X. OBSERVER IMPRESSIONS

This is a small program in a very small school. The Rangeley program provides a good example of how the small rural community can operate a cooperative education program. The coordinator knows the employers and the students and can counsel them daily on an informal basis. The coordinator visits students on the job frequently and has established an active followup program for those completing the program. A dearth of job slots is the major problem and will probably persist.

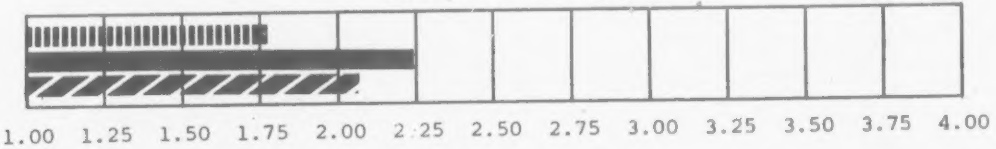
CONCORD, MASSACHUSETTS

COOPERATIVE EDUCATION PROGRAM: FOOD SERVICE SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	8 Nonparticipating Students
Primary Purpose:	Dropout Prevention	8 Participating Students
Industrial Setting:	Bedroom Community	

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

CONCORD, MASSACHUSETTS III-185

COOPERATIVE EDUCATION PROGRAM: FOOD SERVICE SEGMENT

I. OVERVIEW

In 1962, a graduate student from a Boston area university went to Ipswich, Massachusetts, and began an experimental work education program with six socially disadvantaged high school students. The experiment came to the attention of an interested person in the Concord superintendent's office, who then tried to interest the principal of Concord High School to adopt a similar program in his school. The principal, at first only moderately interested, received encouragement by a study group from the League of Women Voters and he agreed to initiate a work education program in his school. The program began with one student in 1963 and has steadily expanded to a total enrollment of 165 students. [illegible] this number, 23 students are placed in Food Service, the area under study. Students, are placed in jobs both to earn wages and to receive credit for their training.

The coordinator mentioned that during the first 2 years of operation the program was not successful in that it had a poor reputation and was viewed by students as a haven for those who were not college bound. (In Concord the dropout rate is minuscule and the non-college bound are few.) At this point the coordinator redesigned the program by means of a staff workshop with outside consultants. The name was changed from Work Study to Cooperative Education and it was promoted as a glamour program for all students of all aspirations.

This school is in an upper middle-class bedroom community. There are few ethnic and racial minority students or physically handicapped students in the program.

II. PROGRAM ORGANIZATION

A. Primary Objectives: This work experience program is a cooperative endeavor between the school and businesses in the community. It permits the high school

3

student to combine school work with gainful employment. Student employment through the program is specifically designed to familiarize the student with the world of work and to provide him with supplemental curriculum stimulating to his particular interests or suitable for his future needs.

B. Use of Advisory Committee: There is no advisory committee for the program. However, there are occasional summer workshops for school guidance counselors, program coordinators, and consultants, to discuss program changes and related areas of concern.

C. Sources of Funding: This program is a line item in the school's budget and is funded, by preference, 100 percent through local taxes. In 1971-72 the budget for the overall program was $29,000, and it was increased to over $32,000 in 1972-73.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Cooperative Education Program is divided into two parts: Work experience and community services. The community service portion involves volunteer work. Only work experience in which students are placed in formal job situations for pay and academic credit will be discussed in this report.

The coordinator has prime responsibility for the program. He is directly responsible to the principal of the high school and devotes 100 percent of his time to this program.

In addition to participating in work experiences, students have assumed much of the responsibilities for organizing and administering the program. Student coordinators have supervised student attendance at each of the schools and agencies in which students are placed for training. A student advisory committee has also been formed to discuss a variety of significant issues in the program, including students' reactions to the current program and their suggestions for future development and changes. It is hoped by the coordinator that the students' role in operating the program can be significantly expanded.

There are no other work education programs in the school, however, there are areas other than food services included in the Cooperative Education Program. These include agriculture, distributive education, occupational home economics, health, office occupations, trade and industrial, and technical occupations.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator is responsible for student supervision, recruitment, placement, and evaluation. He must communicate with and enlist the support of the faculties, agencies, and businesses involved in the program, as well as the larger community. The faculty and administration have been very supportive of the program and have been instrumental in its rapid growth. The faculty assists the coordinator in his immediate responsibilities and examines the broader ramifications of the program for the total school. Areas under development include faculty awareness, student recruitment, scheduling of classes, school communications, and curriculum development aimed at integrating the classroom with the community.

V. STUDENT COMPOSITION

There are 165 students in the total program with approximately 23 in the Food Services Segment. None of these students, however, represent ethnic minorities. Socioeconomically, these students are mostly middle class, college bound, and not dropout prone.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Program information is provided by a student handbook which resembles a college catalog. Guidance counselors are instrumental in recruiting students, in that they make referrals to the program. Once the student has applied, the position indicated by him on his application is checked by the coordinator, who either approves or disapproves the job.

The coordinator then submits applications to the principal, who in turn gives the final approval.

B. Student Eligibility Requirements: There are no established student eligibility requirements. However, students must be employable and able to be placed on a job. The program is open to students who have shown they are capable of producing good results, but who do not find the present curriculum appropriate to their particular interests or suitable for their future needs.

C. Job-related Curriculum: The program is designed to appeal to the total school population. The diversity of experiences is so great that the program cannot be stereotyped and no one job-related curriculum can be established.

D. Counseling: Students report to the coordinator or to one of six high school counselors for counseling. There are no regular or formal counseling activities in the program. The coordinator keeps an open office each day for counseling, and believes that 75 percent of his effort is directed in this area.

E. Placement: Students are responsible for finding their own jobs after graduation, since the program does not conduct any job placement activities for students who have completed the program. For in-school placement, the coordinator estimated that 80 percent of the students secured their own jobs and he appeared to have only a mild interest in job slot development.

F. Followup: There are no followup activities to evaluate the job success of former students.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students in the Food Service Segment of the program are hired as kitchen helpers.

B. Training Procedures: There are no formalized training procedures provided by employers.

C. Employers: Most employers stated that they would recommend the program to other employers and would be interested in expanding the program in their own companies. The employers interviewed represented a cafeteria in an insurance company, a grocery store, and the food service department of a nursing home.

D. Salaries and Other Benefits: Starting salaries for both students and regular employees range from $1.85 to $3 an hour.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The coordinator attributes the degree of success of the program to the community support in providing job slots, the school administration's support of the program (including provision of transportation for students via two station wagons), good publicity, parental support of the program, and the program's appeal to both college-bound and vocational students.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

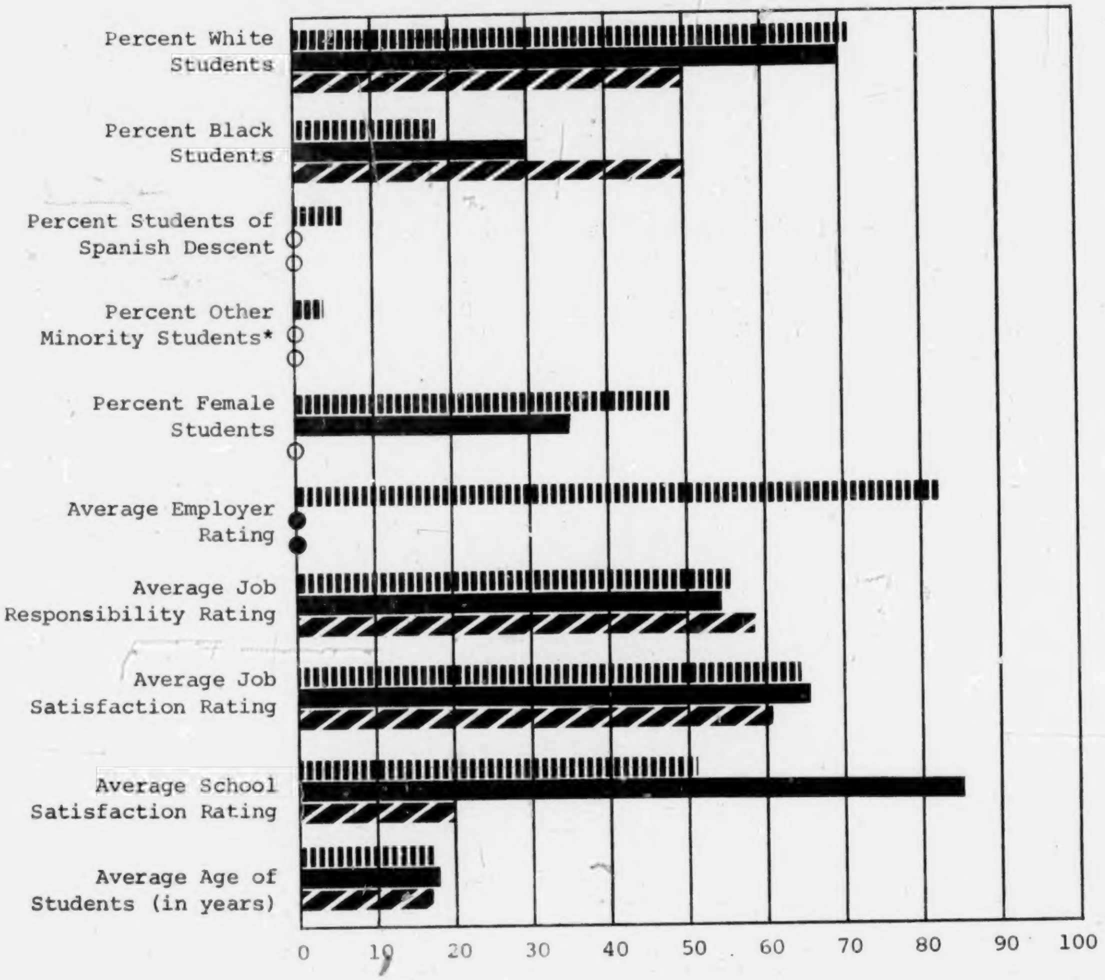
There is a need to make other academic teachers and staff not directly involved with the Cooperative Education Program at Concord High School aware of it in relation to the overall educational program of the school. They are often unreceptive to the program.

X. OBSERVER IMPRESSIONS

A participating employer indicated that he had three student workers. One, who was placed at his site by the coordinator, was painfully inept and on the brink of being dismissed by the employer. This respondent said that he had hired the two other students himself and when he informed the coordinator how outstanding they were, the coordinator promptly took them into his program.

It appears that many students are working at jobs they found on their own without expecting to receive academic credit. They are contacted by the coordinator after the fact and given academic credit at the high school. They are usually college bound, and the high achievers are heavily favored in the recruiting efforts made by the coordinator.

DETROIT, MICHIGAN
JOB UPGRADING PROGRAM



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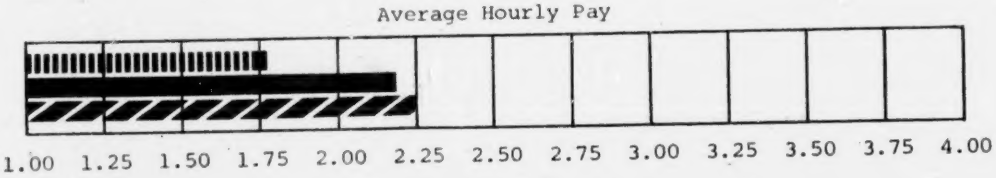


Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	5 Nonparticipating Students
Primary Purpose:	Dropout Prevention	20 Participating Students
Industrial Setting:	Major Industrial Center	

▥	Mean of all participating secondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

JOB UPGRADING PROGRAM

I. OVERVIEW

The Job Upgrading Program, a collaborative effort of the Detroit Public School District and the Detroit Council for Youth Service, was established in 1949 as a plan to meet the educational, motivational, and occupational needs of identified school dropouts and potential dropouts. It is a voluntary program designed to provide counseling and job preparation for young people ranging in age from 16 to 20. It operationally affords specialized instruction to aid these youth in securing and maintaining jobs.

Considered by those in Detroit to be the "Grandaddy" of work education programs, Job Upgrading has actively matured, as indicated by the expansion from its nucleus to 15 other sites. It does not propose to be the solution to the social problem of dropping out, but nevertheless it has demonstrated how dropouts can become functional when placed in a program like Job Upgrading which shows interest in their welfare.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The purpose of Job Upgrading is to prepare young people for the world of work by providing related directives in acquiring and keeping employment, equipping them with valuable skills and training for future occupations, and/or assisting dropouts in preparing to return to school on a full-time basis. To ensure the achievement of these objectives, students are placed in a setting conducive to personalized learning, guidance, and growth. This is a special classroom where they spend an hour or more of each day receiving individualized counseling, learning proper grooming techniques and appropriate procedures for filing job applications, being interviewed, using classified ads, and engaging in other work-related activities.

B. Use of Advisory Committee: The program's advisory committee is comprised of representatives of the Detroit Council for Youth Services, the city of Detroit, the Michigan Heart Fund, the vocational rehabilitation service, and the board of education. It meets bi-annually to report on and make suggestions for the maintenance of a revolving fund for payment of wages.

C. Sources of Funding: Budgetary support for the maintenance of the Job Upgrading Program is provided by the State government and local taxes in equal proportions. Approximately the same amount of money, allotted for the 1971-72 fiscal year ($21,000) has again been allocated for 1972-73, as compared with the 1970-71 allotment of only $19,500.

Disadvantaged and physically handicapped students are subsidized for the 8-week training period by the vocational rehabilitation service.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Job Upgrading Program has grown from one high school to 15 others in the area's school district. Its overall administration is under the auspices of the department of work adjustment programs. This established body is responsible for the direction of a junior high work training program and an in-school Neighborhood Youth Corps program in addition to governing the Job Upgrading Program.

More direct administration of the program is provided by the project director, who is responsible for the general supervision of all 16 Job Upgrading centers. An integral part of the program is a systemwide job coordinator, whose responsibilities include securing the developing work stations essential to the success of Job Upgrading. Each location also has a teacher/coordinator whose duties are to instruct the students in the acquisition of world of work skills and to coordinate their work experience assignments.

Job Upgrading is one of 3 work education programs at the Henry Ford

High School visited by the research team. It operates with the co-operation and support of various community employers. The relationship established by the program and employers is a symbiotic one. Job Upgrading supplies a labor pool as well as its wages for an 8-week time period. In return, employers offer training and, perhaps, part-time or full-time employment at their expense after the 8-week period.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The core of the program is the teacher/coordinator at each Job Upgrading site. As his title suggests, he has a dual function: (1) To provide skill training, which includes techniques in applying for jobs and getting along with other people, grooming hints, remedial mathematics, etc., and (2) to supervise the work experience assignments by serving as a liaison between the student trainees and their employers. A specialized function of the teacher/coordinator is to make referrals to the vocational rehabilitation service if he feels the student has special learning needs and requires specialized training which is not offered through the Job Upgrading Program. He must be able to interact effectively not only with young people and the business community, but also with the school administration and parents.

V. STUDENT COMPOSITION

Currently 33 students are enrolled in the segment of the program at the large and well-integrated Henry Ford High School. They represent an equal proportion of Black and White participants. Generally, they are the last employable students due to their school status (or lack of same.) In most cases, they spend 50 percent of their time in school (1 hour in the Job Upgrading classroom and 3 hours in regular classes) and the other 50 percent on their jobs.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment of students in Job Upgrading is based on student conferences with school counselors, referrals from the attendance department, and school administrators. Other sources of referrals may be parochial schools, the Detroit Department of Public Welfare and Employment Security Commission, and other social and community agencies.

B. Student Eligibility Requirements: School dropouts or potential dropouts are eligible to become job upgraders if they are unsuccessful in their attempts to find employment and/or are attempting to return to school. There is an age requirement of at least 16 and no older than 20.

C. Job-related Curriculum: Skill sheets and lectures are the means by which world of work activities are taught. Students work at their own rate in the completion of these sheets. Practice interviews are an integral part of course curriculum and afford trainees with the type of questions they may expect when they apply for jobs.

D. Counseling: Individual conferences are provided to alleviate problems concerning areas such as career development, capabilities, personality, etc.

E. Placement: For their supervised work experience, student trainees are placed on work stations where there is a high probability of retention at the end of the training session. In most cases employers hire these young people as regular workers at the close of training. For those who are not retained, the job coordinator or teacher/coordinator makes every effort to assist and encourage them to seek employment independently with any city, State, or Federal agency.

F. Followup: Followup records are maintained for those students who leave the program and go directly into employment or return to full-time school. These records are maintained concerning performance evaluation until the students are upgraded. If they are not upgraded every attempt is made to have them return to the Job Upgrading center for further counseling and training.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are employed as truck drivers, cashiers, dietary aides, dishwashers, doormen, kitchen hands, retail sales clerks, service station attendants, stock boys, teacher's aides, waitresses, and wrappers. These jobs do not indicate total enrollment in the program. Those students who are not included in the categories above are not employed at this time or their goals are to return to regular school. Three employed participants in Job Upgrading are not attending school at all, and two others are freshmen at a community college.

B. Training Procedures: Once students are on their work stations, a minimum amount of time is spent in observation. More of their time is spent in actual work under the direct guidance of supervisors, assistant managers, or regular employees.

C. Employers: Three of the four businesses interviewed were division franchises. Two were fast food restaurants and the other was a service station. The fourth, an independent employer, dealt with nursery stock and gardening tools and supplies.

D. Salaries and other Benefits: Student trainees are paid by the program and not by their employers. They are paid $1.60 an hour for a 20-hour week. The program's central office prepares a payroll time sheet for each employed trainee for every 2-week time period. It is mailed to the supervisor at each work site. When making visits to the work stations, the teacher/coordinator examines the time sheets for any irregularities or discrepancies.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The unusual feature of this program is that the students are paid not by their employers, but by the program itself. This facet alleviates any responsibility on the part of employers. The teacher/coordinator must be alert enough to avoid establishments which may exploit this free labor pool.

The program is apparently successful, for it is in its 24th year of operation. Another criterion for measuring its success is that it has managed to motivate some people to return to or remain in school, thus reducing the dropout rate, and that it has afforded them skills they can apply in chosen occupational areas.

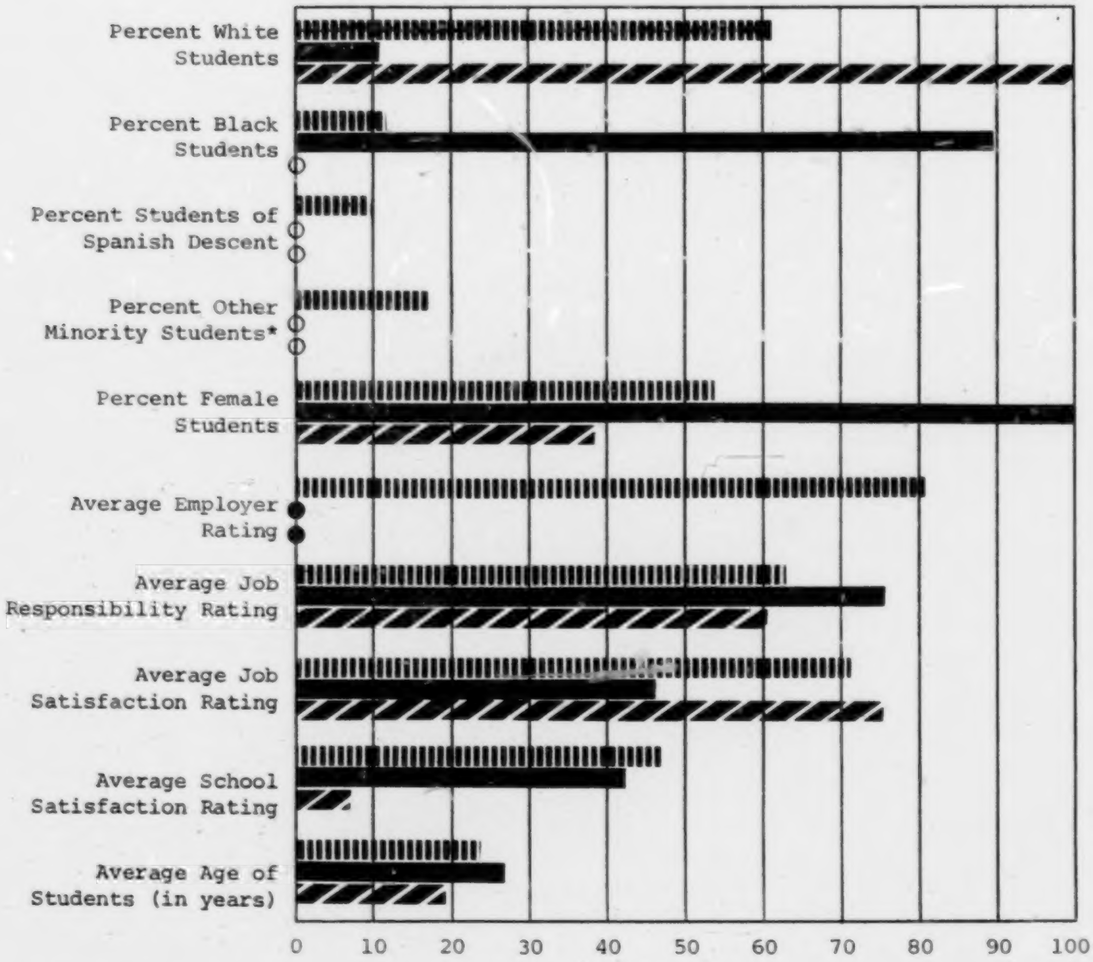
IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Problems listed by the project director dealt with the inadequacies of the Job Upgrading classroom in terms of space, fire safety, the lack of modern equipment, and the lack of personal knowledge about the student trainees. If there were more staff members with behavorial science backgrounds, then perhaps more information would surface concerning trainees' backgrounds and personal problems.

X. OBSERVER IMPRESSIONS

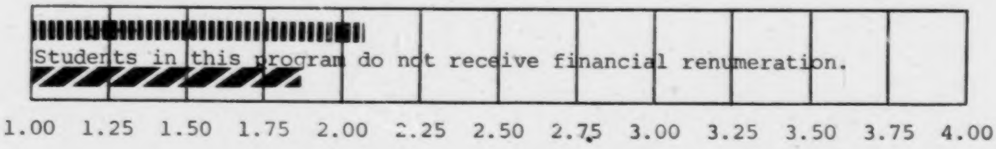
Other than the skill sheets, there is no job-related curriculum. Students are placed on available jobs with longterm potential, but there seemed to be little or no effort to coordinate student interests with job selection.

RAYMOND, MISSISSIPPI
PRACTICAL NURSE PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Major Industrial Center

Sample Size

13 Nonparticipating Students
19 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

RAYMOND, MISSISSIPPI
PRACTICAL NURSE PROGRAM

I. OVERVIEW

The Practical Nurse Program was organized by the Jackson Public Schools in 1955. For 8 years the program was operated by the public schools in the University of Mississippi Medical Center in Jackson. In 1963, administration of the program was transferred to Hinds Junior College.

Hinds Junior College, which has an enrollment of 8,000, was started in 1917 as the Hinds County Agricultural High School. In 1922 the college was initiated and the high school program was discontinued. In 1926-27 the second year level of the college was established. The college has achieved membership in the Southern Association of Colleges, which means that graduates who continue their education in universities of the South receive full credit for all course work taken at the junior college.

The college is divided into two campuses: The main campus at Raymond (a town of about 1,000), 16 miles west of Jackson, and the Jackson Branch for Technical Studies. The main campus covers about 1,000 acres, which are used for agricultural purposes and as an airport service area for John Bell Williams Airport. The school has some dormitories, but most students commute from Jackson and Vicksburg.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the program is to train students to become licensed practical nurses (LPNs). To achieve this objective, students enroll in a 12-month nursing course offered at the college. Introductory and orientation courses are taught the first 4 months, and during the last 8 months, students receive clinical experiences.

B. Use of Advisory Committee: The advisory committee at the college consists of the director of nursing services at the University of Mississippi Medical Center, local physicians, two LPNs, and the president of the Mississippi LPN

Association. The advisory committee makes recommendations to the State for equipment purchases, suggests changes in the program curriculum, and serves in a disciplinary capacity, recommending dismissals, if needed.

C. Sources of Funding: The program is funded through several sources--the Federal Government (under Part B of the 1968 Amendments to the Vocational Education Act), State government (the State pays for 77 percent of the teachers' salaries and cost of selected equipment. Federal funds are matched and channeled through the State), local taxes, and student fees (students in the program do not pay tuition but are responsible for books, uniforms, and laboratory fees).

II. ORGANIZATIONAL SUPERSTRUCTURE

The program director supervises all allied health programs in the college and is directly responsible to the president of the college. There are two Practical Nurse Programs which together operate seven to eight classes a year. One is located in Vicksburg at Mercy Hospital and Kuhn Memorial Hospital, and the other is located at the Jackson Branch in the University of Mississippi Medical Center.

The director of nursing services and the program director have contracted a formal agreement for placement of students assigned to the University Hospital for training.

Disadvantaged students are channeled into the Work Incentive (WIN) Program operating at the hospital, which pays students $100 per month. These students are given modular course work so they can learn at their own pace and receive individualized instruction. The LPN Program does not have organized provisions for physically handicapped students, but it has access to medical help from the hospital for those who have hearing problems, eye malfunctions and speech impediments, and those who need psychiatric counseling.

The director meets with representatives of 4-year colleges in the area to make arrangements for and to discuss the possibilities of "vertical mobility" for graduating students.

Other work education programs in the college are Distributive Education (20 students) and Work Study (70 students).

III. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The director has administrative responsibilities only. Since there are seven or eight nursing classes a year operating between Vicksburg and Jackson, the director spends most of his time in the field.

Other program personnel in Jackson include one chairman and four instructors. They teach, supervise and counsel students, and have offices on hospital premises.

IV. STUDENT COMPOSITION

There are 39 students enrolled in the two classes at the University of Mississippi Medical Center. Forty percent of the students represent minority ethnic or racial groups and 99 percent are female. Their ages range from 18 to 55.

Some of the students accepted in the program are academically, financially, or physically handicapped.

V. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment for the program involves advertisement by counselors in high schools during career days, speeches by program personnel at Life Clubs in high schools, speeches given in high schools by the In-Service Department at the University Hospital, booth displays at fairs, and news media.

B. Student Eligibility Requirements: To be eligible for the program, students must be at least 18 years of age and hold a high school diploma (or passing scores on the GED test); pass a personal interview and receive final approval by the admissions committee; and complete a physical examination.

C. Job-related Curriculum: The program provides for job-related classwork during the first 4 months of the program. Students take introductory and orientation courses in health, normal nutrition, human development, nursing care of selected patients, and practical nursing. The last 8 months, students receive clinical experiences in medical/surgical nursing, thereby applying basic nursing techniques learned during the first 4 months of training.

D. Counseling: A full-time college counselor is available when needed. The chairman and instructors, however, are mainly responsible for counseling students in the program.

E. Placement: Most students are hired before they graduate.

F. Followup: The program conducts formalized followup activities. When the students are registered in the program, they are given cards requesting detailed background information and just prior to graduation, they are asked to fill out a form indicating where they will be located the next year. These cards and forms are used later in the 5-year followup program. In addition, program personnel phone, write, or visit former students.

VII. WORK ENVIRONMENT

A. Types of Jobs: All students are placed in LPN training positions.

B. Training Procedures: The nursing program is a 12-month course. The students spend the first 4 months in class all day, 5 days a week. The last 8 months they are in the clinical area, with classes 1 day a week. The students work under the direction of the nursing staff in the hospital.

C. Employers: The employer is the director of nursing services at the University of Mississippi Medical Center in Jackson. She is supportive of the program and plans to continue to participate. She commented that she is always proud of the students from Hinds Junior College.

D. Salaries and Other Benefits: Students are not paid in the program. The director of nursing services mentioned, however, that she hires some students for pay as part-time employees on the weekends. One benefit of the program is free tuition for the LPN students in contrast to the $110 per semester paid by regular students of the college.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program is attributed to the cooperation between the hospital and the program director and teachers. The hospital provides facilities for all the clinical experiences and training, and the school accepts recommendations by the hospital for changes in the curriculum. The contractual agreement between the hospital and school establishes a formalized training program for placements of students. The high quality of on-the-job training facilities used by the students enables them to receive training in a wide variety of clinical experiences. The concept of vertical mobility is important. All nursing students are encouraged to continue their training to the next level of nursing. This encourages and constantly motivates students who would otherwise feel bound to stay as an LPN. The final measure of success is the rate of student employment after graduation. Jobs are plentiful, and most students are actually hired before their nursing training is completed.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

One problem in the program stems from the emphasis on vertical mobility. Established nurses who have 10-30 years of experience may not accept the idea that a beginning student in an LPN program could complete RN requirements in 15 months (a proposed program by the director). Nurses' aides are encouraged to become LPNs, and LPNs are constantly encouraged to become RNs. Existing nurses sometimes view this as a problem.

The students need constant supervision while in the training program. As a solution, more money is needed in the program for another teacher. Also, the program lacks adequate classroom space in the hospital for large nursing classes.

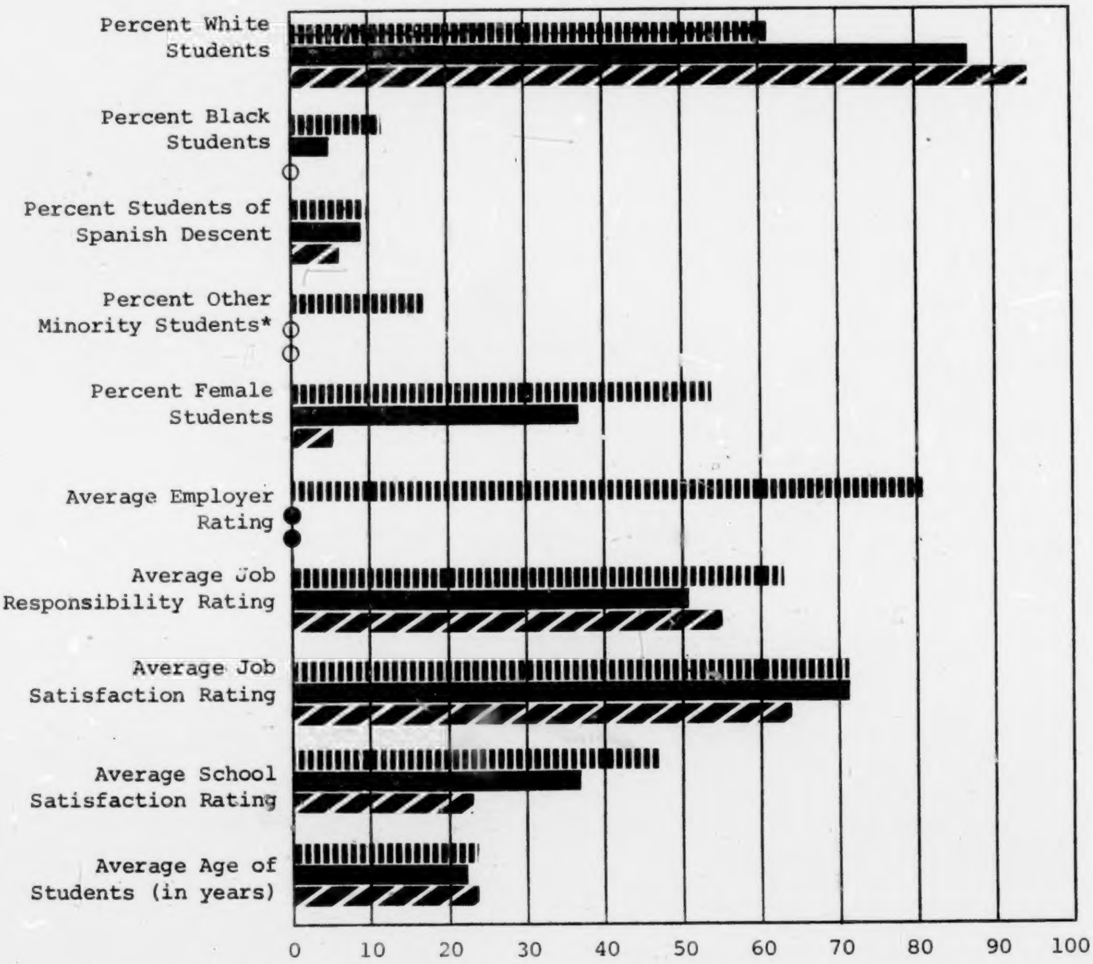
X. OBSERVER IMPRESSIONS

The director of the program expressed his personal joy at seeing students who had been out of school for as many as 35 years complete the nursing program. He remarked that his students felt they were once again active participants of society. These students are surprised at how much they can accomplish.

The director tries to place all graduating students in programs to train them for the next level of nursing. Students are constantly made to feel that if they want to succeed, they can.

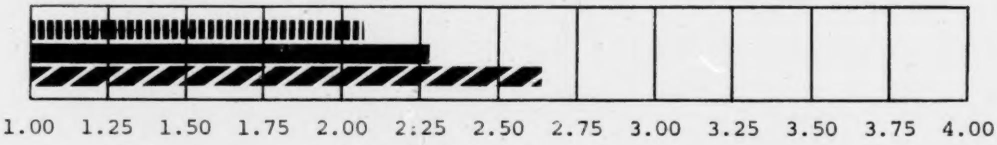
BUTTE, MONTANA

BUTTE VO-TECH WORK STUDY PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Dropout Prevention
Industrial Setting: Single Industry Area

Sample Size

20 Nonparticipating Students
22 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

BUTTE, MONTANA III-209

BUTTE VO-TECH WORK STUDY PROGRAM

I. OVERVIEW

The Butte Vocational Technical School, a postsecondary school which enrolls 600 students, is operated by Butte School District #1. The Work Study Program observed has been in operation for 3 1/2 years. It is a rather typical work study program directed by the financial aids director. It is designed to help lower income students earn money in a wide variety of positions to enable them to stay in school. Well over half the students work for the school district, and the services they provide are very important to the smooth operation of the district.

Butte is a mining town which has a gigantic open pit located at the very edge of the business district. Life in the town is heavily influenced by the mining interests and the symbols of mining are everywhere apparent: The World Museum of Mining, Montana College of Mineral Science and Technology, and mills from which smoke is pouring constantly.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The underlying purpose of the program is to help lower income students stay in school by providing them with jobs and a supplemental income. Only minor efforts are made to secure job placements related to the student's career field.

B. Use of Advisory Committee: There is no advisory committee.

C. Sources of Funding: The program was budgeted $25,000 in 1970-71; $100,000 in 1971-72; and $162,000 in 1972-73. Approximately 78 percent of the money is Federal funds from the College Work Study Program, 2 percent comes from a State grant, and the remaining 20 percent comes from the employers.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Butte Vo-Tech School, across the street from the high school, serves

600 students. The Work Study Program is one of several aid programs administered by the financial aids director for Butte Vo-Tech School. He also handles veterans' affairs and a Social Security Vocational Rehabilitation Program. The director makes some attempt to match students' jobs to their occupational course of study, but the main intent of the program is to provide an income supplement.

Approximately 70 percent of the Work Study Program students work for the school district, many at the vo-tech school. The remainder work at the local college and other local non-profit agencies.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The financial aids director devotes 70 percent of his time to the Work Study Program. He develops training slots, matches students to jobs, and monitors the program which includes overseeing and adjusting student work hours and wages. He is assisted by a capable secretary who was a former work study student in that same office.

V. STUDENT COMPOSITION

Currently there are 87 students in the program, most of whom are the sons and daughters of people whose work pertains to the mining industry, or related jobs. Except for a few Mexican-American students and one Thai girl, the students represent the full range of European backgrounds. Altogether, 10 percent are classified as representing minority or ethnic groups, 10 percent are handicapped, and 50 percent are female. There are no students under the age of 16.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The existence of the Work Study Program is broadcast at orientation assemblies in the fall, and at high school assemblies in the spring. Counselors are urged to inform students of its existence.

There were also posters displayed. "Most college students know about work study. It has become a fact of life," according to the program director.

B. Student Eligibility Requirements: To be eligible for the program the student must be enrolled at the Butte Vo-Tech School. He must be from a lower income family or emancipated,* and must maintain satisfactory progress and attendance in classes. The students cannot work on days they are not in school.

C. Job-related Curriculum: The students who are taking secretarial training and clerical occupations courses all work in related positions. For some fields of study it is difficult to match students to jobs.

D. Counseling: The program director is available for limited counseling. The regular vocational counselors at the school are also available.

E. Placement: For placement in a job slot, the director makes arrangements with the employer by telephone, selects the student, and sends one student per opening. The employer usually accepts whomever he sends.

The Butte Vo-Tech Placement Office placed 50 percent of the graduating work study students last year, and according to the director, 100 percent of the work study students who graduated last year located positions related to their training.

F. Followup: There is no organized followup program beyond the figures reported regarding placement.

VII. WORK ENVIRONMENT

A. Types of Jobs: The students work in a wide variety of jobs: Clerical, custodial, medical laboratory assistant, nurses aides and machine repairmen, etc. They are working at most entry-level jobs in the school district and local non-profit agencies. Of the total of 87 jobs, 57 were classified as trade and industrial jobs, 15 were in the office occupation area, 10 in the technical occupations, and 5 in the health occupations.

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*An emancipated youth is a self-supporting minor who lives on his own.

B. Training Procedures: Students learn their specific jobs through rather typical OJT procedures.

C. Employers: The employers (various offices at vo-tech and throughout the school district, Montana Tech, the YMCA and the city) are all pleased with the quality of work being done by the students and plan to continue in the program.

D. Salaries and Other Benefits: Most of the students are paid $1.75 per hour. There are no other benefits except the opportunities for various interesting jobs.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

Students are motivated to stay in school and therefore do their work well. Also, the community understands the need for using work study students.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

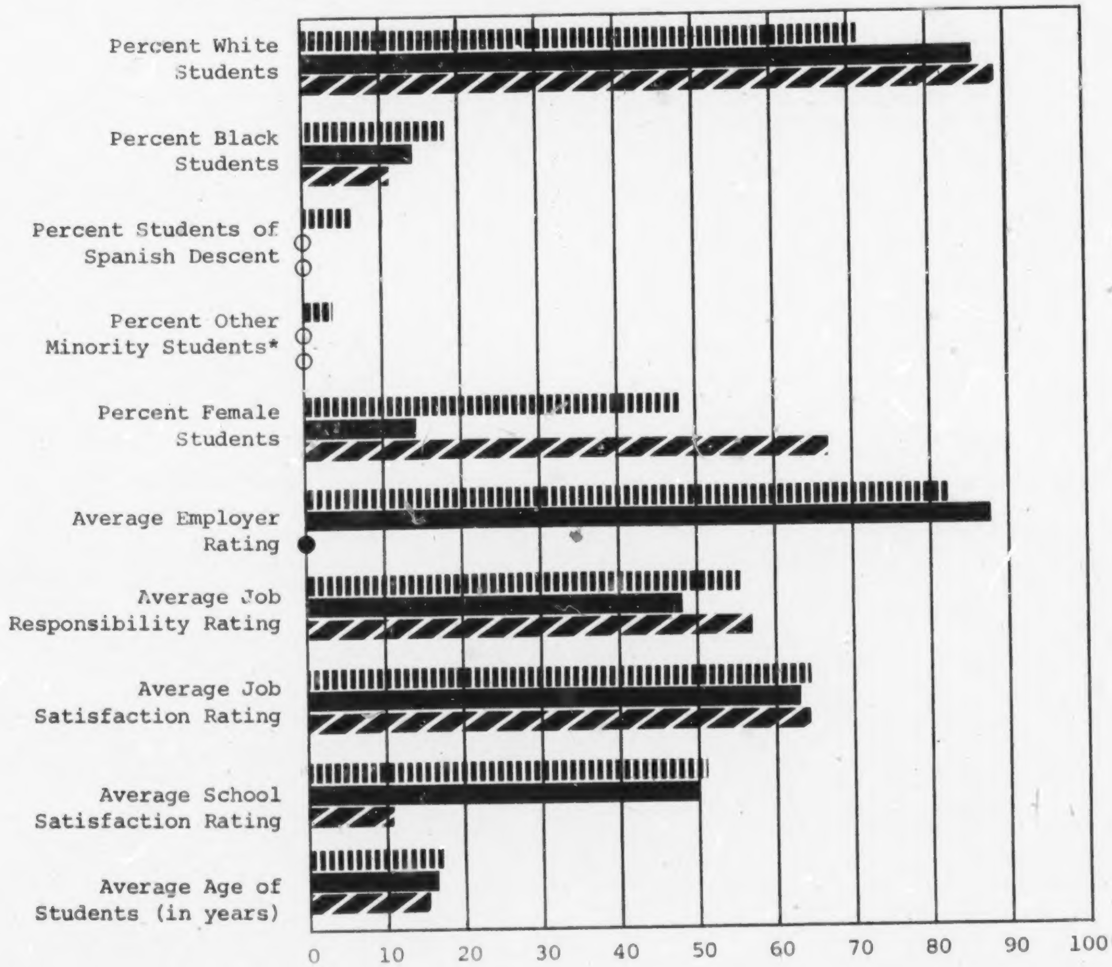
More training slots would be available if students could be placed in other than non-profit agencies.

X. OBSERVER IMPRESSIONS

The economy of Butte depends on the productivity of its copper mine. Mining is so pervasive in this town that students who are interested in different career fields are limited in what jobs are available to them. Many graduates of the work study program enter clerical, mining, or engineering fields; or else leave the community to seek employment in areas where they can utilize their training if it is not consistent with the needs of the community.

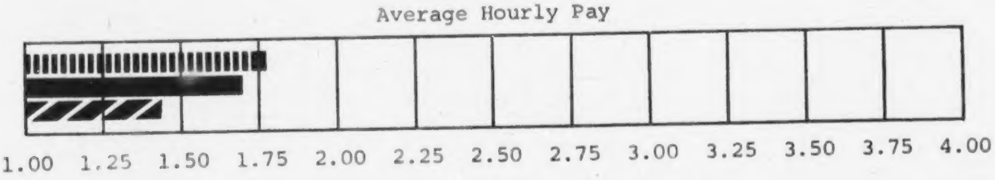
CAPE MAY, NEW JERSEY

WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP)



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	9 Nonparticipating Students
Primary Purpose:	Dropout Prevention	14 Participating Students
Industrial Setting:	Farming Region	

▮▮▮▮ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

CAPE MAY, NEW JERSEY III-215

WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP)

I. OVERVIEW

The Cape May Work Experience Career Exploration Program (WECEP) is a work experience program for high school students 14 and 15 years of age. The program was initiated 4 years ago by the Cape May County Vocational Center superintendent who applied for and received a Federal WECEP grant. The WECEP coordinator's office is located at the county vocational technical center, however, the WECEP students attend home high schools throughout the county. A very small number of custodial aides are hired by the supervisor of building maintenance at the center, but these students come to the center as their work experience job site, rather than as their training site.

WECEP is responsible for an entire rural county, most of which is booming in the summer months and deserted the rest of the year. Cape May is located on the Atlantic coast, at the southern tip of New Jersey. The area contains expanses of pine woods and some backwater coastal settlements inhabited mostly by Whites.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The program is designed to keep alienated youth of 14 and 15 years in school and interested in acquiring job skills. The program aims to enroll students, who, from their school records, may be judged to be slow learners, school alienated, physically or mentally defective, or socially disadvantaged. It is hoped that the WECEP students will continue in school and enroll in the cooperative program for students 16 and over.

B. Use of Advisory Committee: The program's advisory committee consists of the chief of police, the county librarian, four high school guidance counselors, a representative of a local retail business, other employers participating in the program, the WECEP coordinator, and the cooperative program coordinator.

C. Sources of Funding: WECEP relies on the Federal Government for 90 percent of its funds, and on the local revenues for 10 percent of its funds.

III. ORGANIZATIONAL SUPERSTRUCTURE

WECEP is administered at the top level by the superintendent of the Cape May County Vocational Technical Center and is coordinated and administered directly by the WECEP coordinator, who is also located in the vocational technical center. Unlike other work experience programs, which are located in county vocational technical centers, the students in this WECEP are not bussed to the center each day from their home schools for jobs training prior to being placed in work experience employment. Instead, they are only released from home schools throughout the county to work with their employers. The program is scattered over the county, and the primary obstacle to be overcome by the coordinator is distance.

In this county students are allowed to take a full course load in the center even if they have dropped out of the home high school. The only stipulation is that dropouts may not take the GED exam and get a diploma before their high school class graduates. This seems to deter dropouts, according to the coordinator. In the WECEP and high school cooperative programs, the student may take 65 of the 80 units required for graduation in vocational technical training. In this case, however, only the courses required for high school graduation (no electives) can be taken outside the vocational technical area.

WECEP is tightly organized and administered from the State level. State guidelines are formulated, and local coordinators follow them with respect to procedures and forms used. There are regularly scheduled areawide and statewide WECEP conventions, which are taken seriously. There is good communication among WECEP coordinators, from northern New Jersey to the southern coast of Maryland.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator is the only staff member assigned full time to the program. He concentrates on finding job slots for students in widely separated parts of the county and on getting students to and from the job. He maintains very good records on each student's progress and job success and screens students for the program as well as provides counseling as required.

The coordinator attempts to cope with job development in the widely scattered rural settlements by suggesting to the WECEP students that they make the initial contact with employers in the local area. The coordinator reasons that they are much more familiar with the job market and possible employers for work experience in their own area. Once the student has located a willing employer, the coordinator then schedules a personal interview with him. The objectives, purposes and procedures are explained, including responsibilities of both student and employer. The coordinator then consults with the students' parents for he feels that personal contact is very important for getting parent's support and cooperation.

V. STUDENT COMPOSITION

There are 25 students in the program at the present time. They are predominantly White, rural, school alienated, and potential dropouts. In some cases they are children of backwoods people who live off the land. The program includes students who are slow learners, school alienated, socially disadvantaged, or mentally or physically handicapped.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment is done through radio advertisements, newspapers, letters to school administrators, meetings of community service groups, and presentations to school assemblies in the academic home schools.

B. Student Eligibility Requirements: The students must be 14 or 15, socially disadvantaged, school alienated, or dropout prone.

C. Job-related Curriculum: In the home schools the students receive no job-related instruction. They work and go to school, and receive no form of vocational technical training.

D. Counseling: WECEP students are counseled individually every 2 weeks by the coordinator and at other times as the need arises. The students also have access to the counselors in their home schools.

E. Placement: Placement is not an integral part of WECEP, since those students do not usually go directly into the job market at age 14 or 15.

F. Followup: Due to the young age of the WECEP students, followup to determine their job success in full-time employment is largely irrelevant. They are followed in their progress in the cooperative program, if they enroll in it at age 16.

VII. WORK ENVIRONMENT

A. Types of Jobs: The WECEP students work in a variety of jobs in the various areas of the county. The employers visited offer students work as kitchen helpers, bus boys, plumbers; apprentices, maintenance workers for the vocational technical school, and book shelvers at the county library. The jobs are not all menial, but they are limited in upward mobility (as are most jobs that children 14 or 15 are able to find in the society at large).

In keeping with State WECEP guidelines, the coordinator has not placed students on hazardous jobs. He also generally avoids contact with employers who run a union shop, in order to avoid problems. Fortunately for the program, the building trades (plumbing, carpentry, etc.) are not unionized in this area and some WECEP students are working in these areas.

B. Training Procedures: Training at the work site consists of apprentice-type learning, with the student assisting and working with an experienced worker. As the student learns the skills, he is able to do more work unassisted.

C. Employers: The employers visited included a county librarian, a plumbing and heating contractor, an inn, and the county vocational technical center. The inn uses boys from a nearby foster home and has a good working relationship with the students. The school naturally complements the work experience aims very well. The plumbing company has a good understanding of the program and does a very good job of training students. (This is probably due to the fact that the owner is on the county board of education and is very intelligent and aware.)

D. Salaries and Other Benefits: The library pays $1.65 per hour (same as regular workers); the plumbing company pays $1.65 per hour and gives raises (it has no comparable regular workers with whom to compare salaries); the inn pays $1.85 per hour with some unspecified raises (same as regular workers); and the school pays $1.75 per hour (same as regular workers).

VIII. SUCCESS AND/OR UNUSUAL FEATURES

Although the WECEP coordinator believes the program has had no significant positive influence on students' grades, attendance, or tardiness in school, he did indicate that he feels the students' overall motivation is increased and that the job experience has encouraged some students to continue their education. He cited incidents of students' surmounting very difficult family situations to remain in school.

A very efficient job is done in getting the students to and from work all over the county. The physically handicapped have access to buses, which are ordinarily not available to other students for work experience transportation.

Parents are brought into the program at the very outset by the coordinator, who believes that knowledge of the student's family situation is very important for understanding the student's problems.

The program is unusual in the low age (14 and 15) of the students and the very good cooperation of home schools, administrators, and teachers.

Also unusual is the tightly coordinated liaison with the State WECEP offices in Trenton, the State capital. WECEP is closely monitored and administered from the State level in New Jersey. This makes for good coordination with other programs and good information distribution to coordinators needing help with content or procedures.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The only problem indicated by the coordinator is that occasionally a student is voluntarily or involuntarily terminated from work and the coordinator is not notified by the initiating party (student or employer) soon enough to intervene and attempt to bridge the rift.

In addition, local jobs in the county are difficult to find, and pay is very low, even for the building trades. The incentives to learn a skill are not as strong as they would be in an urbanized area.

Transportation is a problem, but is handled very well by the coordinator, who has arranged a variety of means of transportation for getting students to and from their jobs. One employer declined to hire WECEP students because they were too young, although he did hire cooperative distributive education students who were over 16.

X. OBSERVER IMPRESSIONS

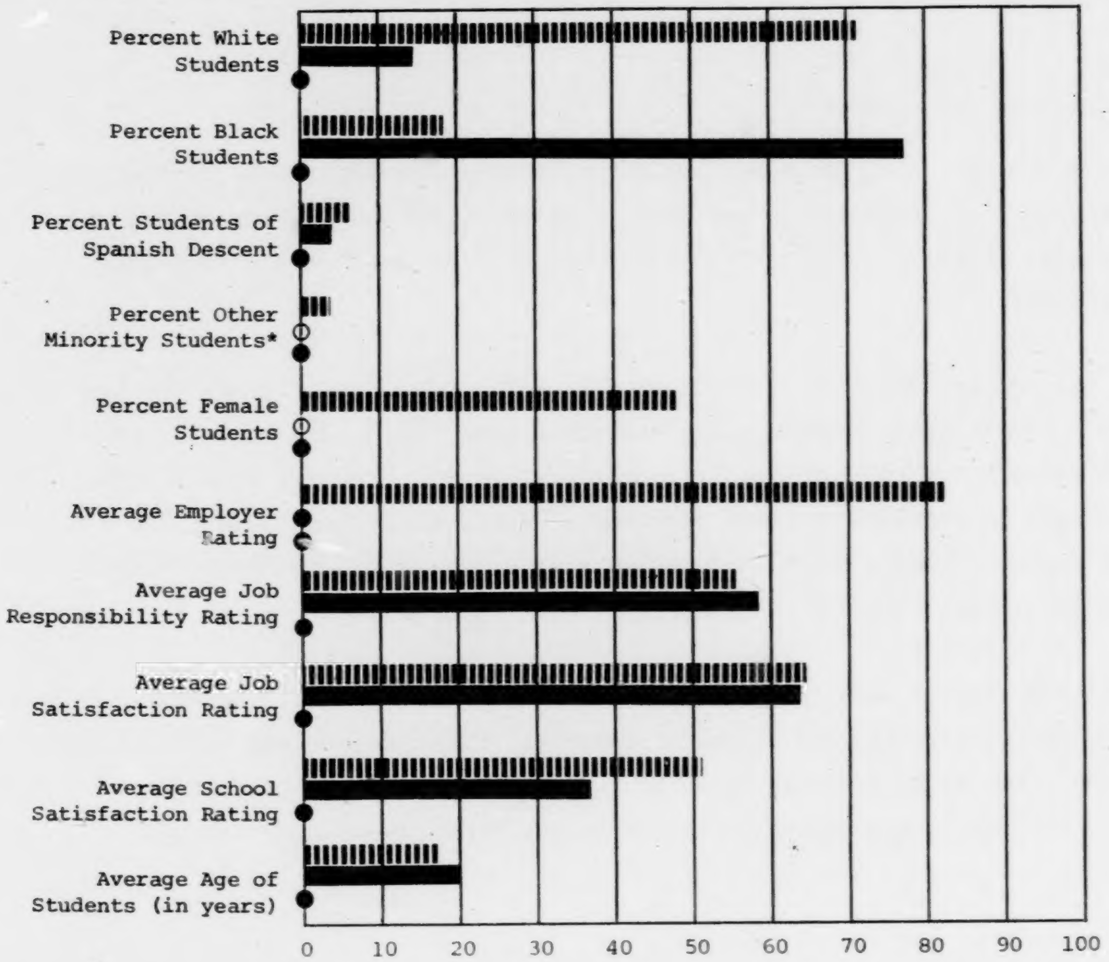
The coordinator is a dedicated, assiduous worker with many years of vocational experience. His approach to job slot development and record keeping was especially creative. He received uniformly high praise from all employers interviewed.

This program seemed to provide valuable training for students under the age of 16. The students receive money for their work, and in the case of the students from the local foster home, the employer provides the school with some food, in addition to meals provided students at the work site. The State minimum wages seem to be complied with by the employers, even though the students are under 16.

The program enjoys excellent relations with the home schools. The availability of a first-rate vocational technical center in the area provides some incentive for the students to continue in WECEP to its conclusion, so they can get sufficient job-related training at the center after age 16.

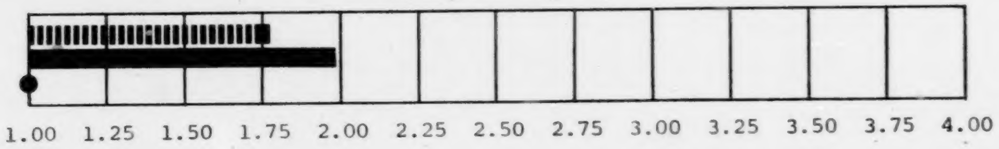
EDISON, NEW JERSEY

NEW JERSEY RESIDENTIAL MANPOWER CENTER: PAINTING AND FLOOR COVERING SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Major Industrial Center

Sample Size

0** Nonparticipating Students
30 Participating Students

▮▮▮ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

**It was impossible to locate a local comparison group appropriate for this urban Job Corps center.

NEW JERSEY RESIDENTIAL MANPOWER CENTER: PAINTING AND FLOOR COVERING SEGMENT

I. OVERVIEW

The New Jersey Residential Manpower Center (NJRMC) is a Job Corps Center operated by the New Jersey State Department of Education under contract with the U.S. Department of Labor. A complete, 24 hour integrated program is provided for enrollees. The program includes basic education, occupational training, residential living, recreation, and medical and dental care. Accredicated by the New Jersey State Department of Education, the NJRMC can grant a high school diploma. The center is located in Edison, New Jersey on the outskirts of New Brunswick which is a major industrial area on the eastern seaboard. It occupies a portion of facilities formerly belonging to the Camp Kilmer Army Base.

Most of the students joined the Job Corps because they had dropped out of school and found they were unable to secure employment because of their lack of skills. Incoming students are exposed about half time to basic education and half time to training in a job skill. They may spend from 1 week to 2 years at the center, but the average stay is 6 1/2 months. After all training except the last 6 weeks has been completed, the student becomes eligible for placement in off-center work experience in his particular skill. Only about one-third of the completing students elect to go into this type of work experience outside of the center. The remaining two-thirds receive their work experience at the center. Job Corps enrollees are somewhat older than students found in the average high school program and are primarily interested in going directly into a full-time job as soon as possible.

Segments of the total program that were examined at the NJRMC were floor covering and painting.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the Job Corps Program is to train students in specific occupational areas so they may obtain employment.

The Job Corps has authorized centers to set up work experience programs within the broad program, to enhance students' employability, responsibility, and self-esteem by actual (rather than simulated) work projects. Two types of experiences are provided at this center: On-center work experience (e.g., tasks relating to building maintenance, auto repair, and clerical work); and off-center jobs with private sector employers.

B. Use of Advisory Committee: The advisory committee includes representatives of unions, employers, civic organizations, law firms, the New Jersey State Employment Security Office, and the Edison Chamber of Commerce. It meets once a month and is advisory in function.

C. Sources of Funding: The funds are 100 percent Federal Job Corps monies from the U.S. Department of Labor.

III. ORGANIZATIONAL SUPERSTRUCTURE

Under the center director, the overall administration of vocational training is the responsibility of the director of vocational technical training who supervises all vocational teachers. Working with him, under the center director are a job placement officer and a followup coordinator. The Painting and Floor Covering Segments, which were selected for study, are but a part of the overall skill training areas provided at the NJRMC. Other areas include various other building trades, transportation, auto mechanics, auto body, welding, cooking and printing.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The director of vocational technical training takes care of administrative and public relations tasks for the program. The coordination of work experience is handled by the job placement officer. The teachers teach the job-related classes, guide the students' skill training and develop the jobs in cooperation with the job placement officer. Because of their contacts in their skill areas they are often aware of when and where jobs exist (Note: The painting instructor is a member of the New Jersey Painter's Union Council). The job placement officer prepares the students for the job and maintains records and the followup coordinator checks on their progress after they have left the center.

V. STUDENT COMPOSITION

The students, who have dropped out of public school, are primarily hard-core unemployed youths from the large cities in New Jersey. About 95 percent belong to a minority racial or ethnic group of which about 70 percent are Black and 20 percent are Puerto Rican. Whites comprise the remaining 5 percent. There are 312 students, all male, at the center, and about 40 are in some phase of the Painting and Floor Covering Segments of training. As is typical of Job Corps centers, new students enter the program every week, progress at their own rate, and leave when they are ready. The vocational director estimated that only about 12 students are in any one phase of training at a time. At the time of the site visit, no floor covering students and only 3 painting students were off center in work experience jobs.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The employment service of the State of New Jersey refers students to Job Corps. The center provides one full day at the center for a potential enrollee to look it over prior to his acceptance.

B. Student Eligibility Requirements: To be admitted to this center, a student must be between 12 and 22 years old, be a citizen of the U.S. residing in New Jersey, need educational and/or vocational training to increase his employability, and express an interest and desire to do his best. For work experience off center, he must be recommended by his instructor, must have his basic education requirements met or nearly met, and must be at least 17.

C. Job-related Curriculum: The students in painting and floor covering have classes relating to these skills and work in supervised shops. The floor covering shop for instance contains a number of stalls representing a bathroom with the various types of corners and curves and a commode to work around. A complete set of tools is provided for each student and many rolls and boxes of floor covering are donated by the floor covering industry for use by the students.

D. Counseling: Three counselors at the center talk with students at least once a month and are available at any time if needed.

E. Placement: The center has a full-time placement officer who tries to place students in full-time work after they have met basic education requirements. If this is not available, he tries to secure temporary jobs for outside work experience. In this case, students being trained in floor covering are given an administrative release to live away from the center for a 6-week period at the end of their skill training. This enables them to be located at job sites in northern New Jersey, some distance away where jobs are available. The painting students who are placed on local jobs for work experience are released on a schedule of a half-day on center and a half-day on the job. These jobs are usually of a temporary nature lasting for 1 or 2 weeks.

F. Followup: The placement officer and the followup coordinator at NJRMC send out forms and visit employers of former corpsmen.

VII. WORK ENVIRONMENT

A. Types of Jobs: The jobs performed by students are temporary assignments either doing painting and floor covering on center projects, or working off center with contractors, businesses, and unions (painters).

B. Training Procedures: After orientation and counseling, the new enrollee selects a trade and begins basic education in areas (math, reading, social studies) where needed as determined by placement tests. He qualifies to begin training for his selected trade through an examination (General Aptitude

Test Battery) and begins training in that area. A vocational skills record is maintained on a continuing basis. This lists all skills he must develop to complete the course, first more general and then in-depth skills. He first learns to perform all tasks to which he has been assigned in the shop, then goes to the rest of the center to perform these in maintaining the center. When his basic education is completed, and he has demonstrated competency in his skill, he is ready to find a job. At this time an occupational readiness record is filled out listing his grade level, skills, and any pertinent comments about his work.

When students have completed their basic education and are near the completion of their training (upon demonstration of competency and recommendation of their teachers), they have the prerogative of going to work release. About one-third of the completing students do this. The remainder complete their training at the center and go directly to full-time jobs.

C. Employers: The primary employer is the NJRMC. The students share in the maintenance of the center, and any appropriate projects where their skills can be used are carried out by students.

The center works closely with a wholesale distributor of floor coverings for the New York City and New Jersey area. This organization hires several students and gets them jobs in other companies with whom they do business, e.g., with retail store operators, and their subcontractors. Students trained as painters are employed strictly through unions.

D. Salaries and Other Benefits: Students in Job Corps receive from $30 to $50 per month plus board and room, a clothing allowance, and medical and dental care. Students who are on work release for employment outside the center receive from $2.50 to $3.50 per hour, depending on the contractor.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

Since the NJRMC is a residential center, varied work experiences can be offered in maintenance of the center's facilities.

Ninety percent of the students completing training in painting are placed in unions. Another 5 percent are placed in non-union jobs. Floor tiling is not so successful. Approximately 50 percent of the completers are placed with small jobbers. The other 50 percent either go into other kinds of jobs or find floor covering jobs on their own.

The unions accept the painters readily because they have approved the curriculum, and because the Job Corps instructor is a former active union member. Representatives of the various local painters' unions and representatives of floor tiling distributors come to the center to review the program periodically. The Painters' Union of New Jersey will give up to 2 years' credit in the (4-year) union apprenticeship program for work completed at the NJRMC.

The vocational director attributes the success of the program to a good skill training program with high standards; instructors who are motivated in teaching and are eager to contact employers and place students; and a good placement office which screens, prepares interviews, and provides followup counseling.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENT

The vocational technical director mentioned that sometimes employers' demands are not realistic. The center trains for entry level, whereas the employer may expect a master craftsman and may not provide adequate supervision.

The carpentry and masonry training programs at the center were dropped because the carpenters and masons are lacking work and can't even get their own relatives into the unions. Since there aren't enough job placements in the floor covering industry either, students from floor covering have to bypass the union and get jobs directly.

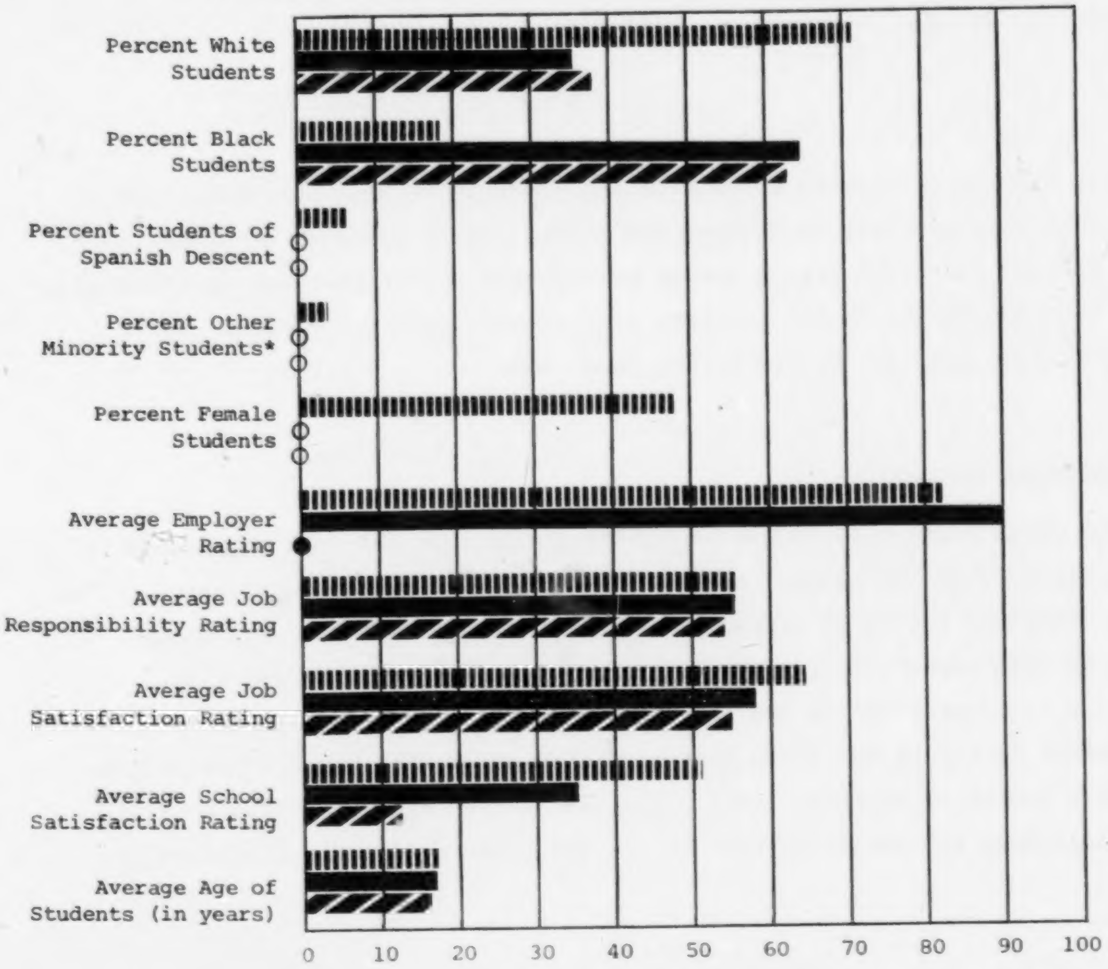
Another problem is that of transportating students to work placements off center as most students lack money for a car. Floor covering students in work release spend the entire 6-week period with their employers some distance away from the center in the northern part of the State and maintain only loose contact with the center during this time.

X. OBSERVER IMPRESSIONS

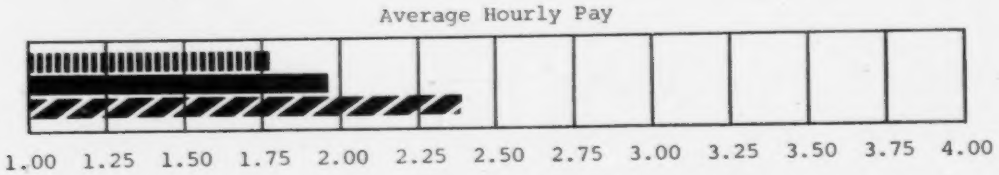
The Job Corps Program is unique to the sample in that the work experience is done primarily at the center, as support services in center maintenance. (The center consists mostly of prewar buildings that have long outlived their original life expectancy and require a great deal of painting and floor covering.) In addition to providing the corpsmen with realistic training, this helps defray center costs and helps save taxpayers' money. The program also has demonstrated effective liaison with unions by giving them a say in the curriculum and asking them to review the training program periodically.

JAMESBURG, NEW JERSEY

DISTRIBUTIVE EDUCATION FOR INCARCERATED YOUTH



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)

Educational Level:	Secondary
Primary Purpose:	Career Exploration
Industrial Setting:	Bedroom Community

Sample Size

8 Nonparticipating Students
14 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

JAMESBURG, NEW JERSEY III-231

DISTRIBUTIVE EDUCATION FOR INCARCERATED YOUTH

I. OVERVIEW

Five years ago the New Jersey Department of Vocational Education within the State Department of Education designed to proposal for a work release program for a penal institution, and submitted it to the Federal Government for funding. After the Federal funds had been authorized, the State Department of Education asked the warden of the Jamesburg Training School for Boys to initiate the program in his institution. He agreed and the program continues today.

The work release program actually includes students as young as 13 attending the academic school (Wilson School) within the Jamesburg Training School. The boys in the program are not convicted of serious crimes and are generally from the Paterson, Jersey City, and Newark areas of the State.

II. PROGRAM ORGANIZATIONS

A. Primary Objectives: The main purpose of the program is to enable young students in a correctional facility to continue their education and simultaneously obtain valuable work experience, improve their self-image, and develop good work habits. An additional objective is to help the student readjust to his community environment. One way the program tries to meet these objectives is by familiarizing students with the world of work, using the local community as a source for jobs.

B. Use of Advisory Committee: There is no advisory committee for the program.

C. Sources of Funding: The program is a line item in the school's budget and is 100 percent federally funded. For the 1972-73 school year the program was funded for $28,186 through the Vocational Education Act and Title I funds.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Jamesburg Training School operates two distinct work education programs: Distributive Education and Work Release. Within the training school is an academic school (Wilson School) for those between the ages of 13 and 18. (The population age range for the training school is from 13-18 with a few older boys.) This academic school is mandatory for those between 13 and 16. Boys over 16 are encouraged to attend, but attendance is not mandatory. They may elect to leave this school, if they have met the requirements of the classification board, and enter the Work Release Program where they are placed in a full-time or part-time job outside the institution. They are therefore, being released for work, not actually from an academic school, but from incarceration in the boys training school. They receive no job-related instruction in the Wilson School.

The second program is the Distributive Education Work Release Program which provides a work-related course in distributive education covering the essentials of retail distribution. These enrollees attend Wilson School half the day and are transported by State cars to and from their jobs each day. The distributive education course is general and includes very little instruction of direct relevance to the specific jobs performed by these students.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator's responsibilities include program administration, job slot development, and followup activities. The coordinator devotes 90 percent of his time to this program, and 10 percent of his time is spent teaching consumer education classes.

V. STUDENT COMPOSITION

There are 12 students in the program, and of this number 64 percent are Black and all are males. Most of these boys are from the ghettos of Jersey City, Paterson, and Newark, and are economically disadvantaged. There are more Whites in this group of participating students than there are proportionately in the total prison population, which is 80 percent to 90 percent Black.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students are told about the program when they arrive at the institution. They are also informed of the program by the counselor/psychologist. Once students are aware of the program and want to enroll they must write a note expressing a desire to get into the program.

B. Student Eligibility Requirements: As determined by the institution's classification committee (parole board), to be eligible for the program the students must: Have parole a minimum of 5 months away; have made a satisfactory institutional adjustment; not have commited, or have a history of offenses that are heinous (e.g., homicide, rape, manslaughter, assault, arson); and be certified by the clinic that he can benefit from the experience.

C. Job-related Curriculum: A general course in distributive education is given. Supermarket operations, a mock-up store, and classroom job-related experiences are used.

D. Counseling: There is ongoing counseling provided in the classroom, along with formal group counseling which is scheduled once a week. The student is referred to a specific individual at his job site if problems arise there.

E. Placement: There are no placement activities for the program to evaluate the job success of former students.

F. Followup: The coordinator keeps followup statistics in terms of student recidivism and the degree of successful adjustment the student makes once he is returned to his home community. Obtaining followup information on the job success of students who have left the program is not of major interest to the coordinator, since his students return to their communities in other parts of the State and are not available after release to work in local jobs. The parole officer sends reports on former students but this information does not concern job success per se but rather adjustment and recidivism.

VII. WORK ENVIRONMENT

A. Types of Jobs: The boys worked as shopping cart retrievers, gas station attendants, and kitchen helpers.

B. Training Procedures: The boys receive on-the-job training in all cases with no formalized instruction.

C. Employers: The employers visited were very much behind the program as a source of help for them. Employers interviewed included a grocery store, gas station, and two restaurants.

D. Salaries and Other Benefits: Students received the same salaries as regular employees. These wages ranged from $1.75 to $2 per hour. Students also received all company benefits, including insurance.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

According to data compiled by the coordinator, the boys released for work experience have significantly better readjustment to society than those not in the program. There may be other factors, such as the eligibility requirements for admission into the program, which account for this, but it is still a pleasant finding and it is the primary concern of the program.

This site is unusual in that the enrollees are very young incarcerated youths who are being released on the outside for work.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

One problem is that the menial nature of the work, combined with the large deductions taken from the boys' salary checks, dampen the boys' enthusiasm for work. Several employers mentioned this. The coordinator stated that 25 percent of their pay is taken as a "maintenance fee" by the prison system in addition to all the other standard deductions. This results in a diminished paycheck, and the recipients feel that their time at work may be misspent.

The coordinator also mentioned the need for better liaison among the institution, the public school, and the parole officer; and the need for some career education prior to entrance into the work education program.

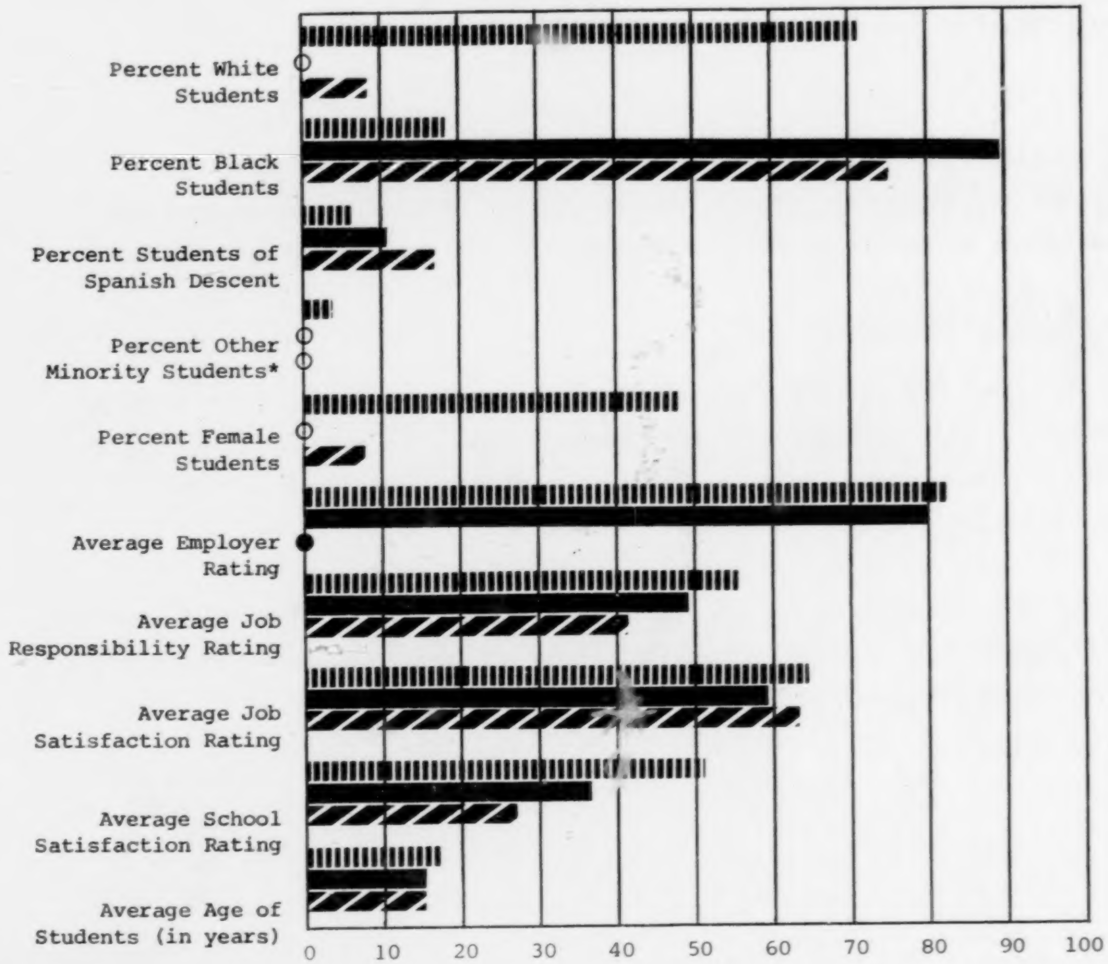
X. OBSERVER IMPRESSIONS

The employers are earnest and sympathetic to the boys, and try to do their jobs well. The coordinator is hard working and is in touch with employers at least once a week. This is a mark of a good program, and it pays off with favorable employer responses.

Most of the students in this program are good young people who need some opportunities and personal attention. They are very similar to their counterparts in the Paterson, New Jersey WECEP Program.

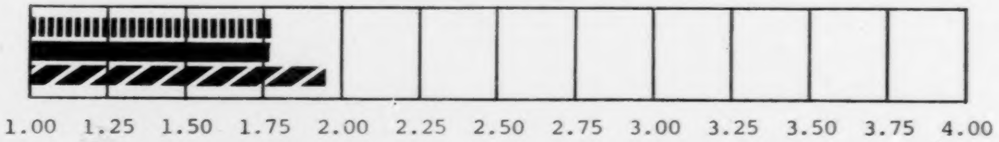
PATERSON, NEW JERSEY

WORK EDUCATION CAREER EXPLORATION PROGRAM (WECEP): FOOD AND HEALTH SERVICES SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Dropout Prevention
Industrial Setting: Major Industrial Center

Sample Size

12 Nonparticipating Students
19 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

PATERSON, NEW JERSEY III-237

WORK EDUCATION CAREER EXPLORATION PROGRAM (WECEP): FOOD AND HEALTH SERVICES SEGMENT

I. OVERVIEW

The Work Education Career Exploration Program (WECEP) in Paterson, New Jersey, is part of an experimental program to test the value of placing 14- and 15-year-old students in a work education situation. The program is aimed specifically at helping disadvantaged and handicapped, dropout-prone youth to become re-oriented and motivated toward education and the world of work. Eighty handicapped and disadvantaged students attend school half a day and work the other half. The students are placed in the food services area, health areas, and community services, and are paid by the employers.

The Paterson school system includes a department of special services which provides programs to help students who have phsyical disabilities or serious learning problems. Complete supportive services are provided by social workers, psychologists, therapists, doctors, etc. The State Department of Education in New Jersey informed the department of special services that funds were available for WECEP and that they would do well to make use of these funds. Hence the department of special services included within its overall program a WECEP program intended to usefully divert "the street quotient" into work experiences which would stimulate potential and actual dropouts to remain in school. (The term "street quotient" is used by coordinators in referring to the large number of students 14 and 15 years old who find it difficult to stay in school.)

II. PROGRAM ORGANIZATION

A. Primary Objectives: A large number of students drop out of school before they become eligible for high school cooperative programs. The WECEP Program is designed for 14- and 15-year-old students to provide entry level jobs, and foster the pride that goes with earning money. Attendance in the job phase of the program is dependent upon attendance in school attendance has been greatly improved among the school's "street quotient" population.

B. Use of Advisory Committee: Representatives from unions, professional groups, local school administration, and mental retardation clubs are members of the advisory committee, which meets once a year.

C. Sources of Funding: This program is a line item in the school's budget and is 100 percent federally funded under WECEP.

III. ORGANIZATIONAL SUPERSTRUCTURE

The director for special services for the Paterson schools has four WECEP coordinators reporting to him directly. Each WECEP coordinator is responsible for 20 WECEP students. The coordinators have an average of 5 years of college and 3 years of vocational experience.

The other work experience programs in the schools include Distributive Education (approximately 50 students) and Cooperative Industrial Education (100 students).

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

There are presently four coordinators who work closely with the 80 students and their employers. This is a ratio of 20:1 and proportionally, has one of the largest number of coordinators in the Eastern sample. The employers are pleased with the program and receive frequent personal visits from their coordinators. One coordinator provides daily transportation for students.

V. STUDENT COMPOSITION

Of the 80 students in WECEP, 45 are in occupational home economics, 25 in distributive education, and 10 in health occupations. Approximately 95 percent of the students are Black or Chicano. Approximately 5 percent of the students are physically handicapped, and 25 percent of the students are female. Most of the students in the program are under 16 years of age.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Guidance counselors in home schools identify dropout-prone students, who are then selected by WECEP coordinators based on these referrals. Students are not recruited for the program nor do they initiate application to the program.

B. Student Eligibility Requirements: Students must be 14-15 years of age and identified as dropout prone, disadvantaged, and/or handicapped.

C. Job-related Curriculum: Students do not receive job-related instruction in school.

D. Counselors: The WECEP coordinator has one period per day for group or individual counseling. This is usually informal, at the student's request or as the need arises as a result of problems on the job.

E. Placement: Arrangements with employers for work placement of students are made through personal interviews at work sites, telephone soliciting, and appearances before service clubs.

F. Followup: There are no followup activities for the program.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students work as cafeteria aides, nurses' aides, and sales clerks.

B. Training Procedures: Most of the training is done on the job.

C. Employers: The employers who were interviewed represent a high school, a florist, two hospitals, and a motel. Most of these employers spoke favorably of the program.

D. Salaries and Other Benefits: Salaries ranged from $1.65 to $3 per hour for most students.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

An unusual feature of this program is the fact that 14 and 15 year olds are released from school at such a young age to work. The success of the program can be attributed to the following facts: The program has been able to secure job stations for 14 and 15 year olds; the program has the total support of parents, community, and the local board of education; the WECEP Program is a part of the special services department in the school system, and all the relevant services are available to students; and students receive free bus tickets for transportation, paid for by the program.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

Continued Federal funding is and will be crucial to the life of the program. The program coordinator believes that some State child labor laws need to be changed to facilitate work for those under 16.

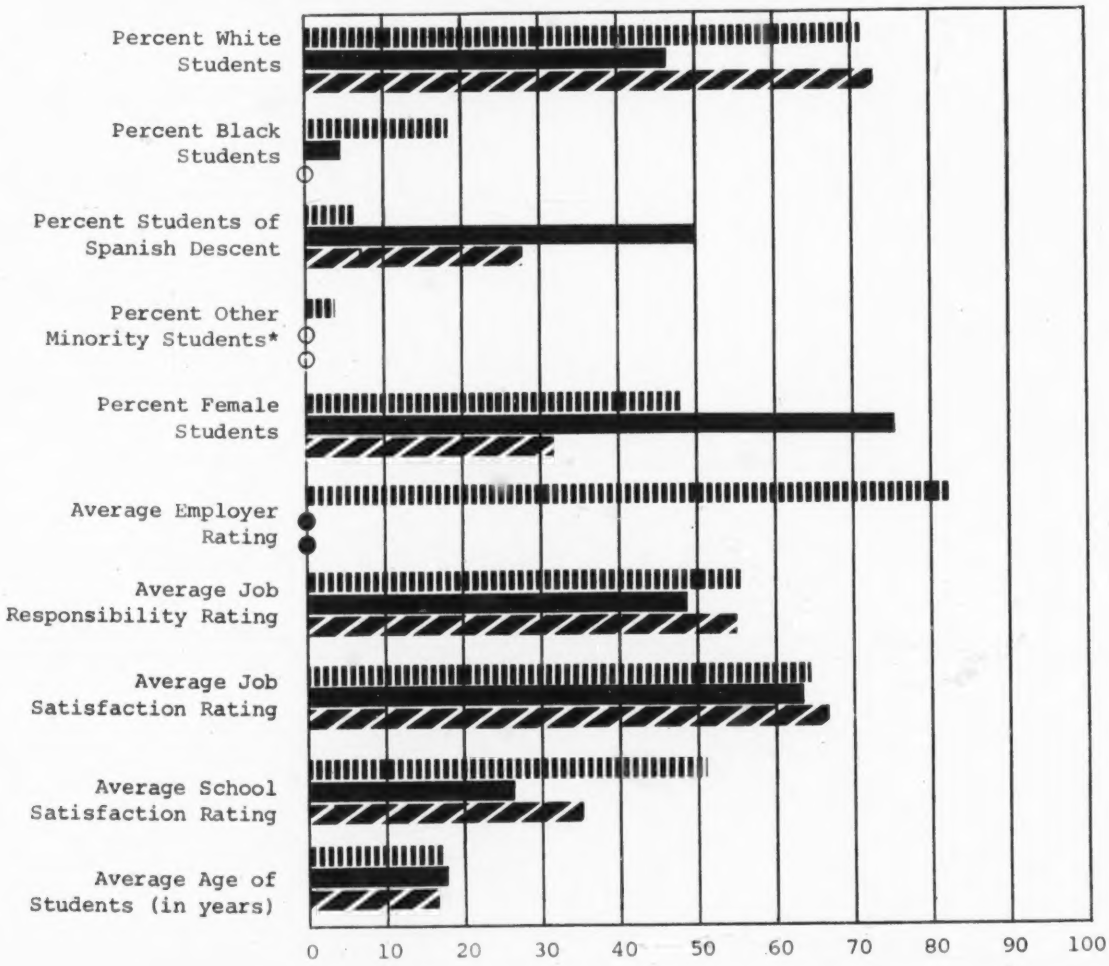
X. OBSERVER IMPRESSIONS

The program coordinators and director of special services indicate that the nature of the students' jobs are of secondary importance to them. Of major importance is the fact that the students are offered and do take the opportunity to earn money while attending school. The students' parents reinforce this positive behavior and the students are motivated to progress to higher levels of education. They are also stimulated to learn skills such as reading and writing.

In summary, the program seems to work in close association with the State Department of Vocational Education and is very well administered. Continuation of WECEP programs should definitely be considered.

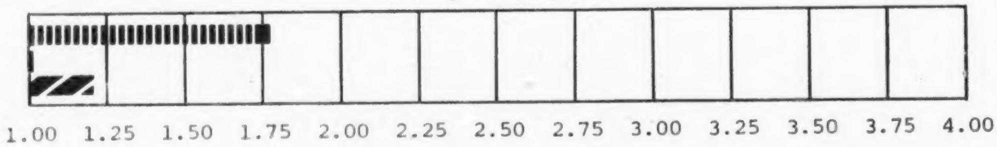
HAGERMAN, NEW MEXICO

HAGERMAN PUBLIC SCHOOLS: WORK STUDY PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Career Exploration
Industrial Setting: Farming Region

Sample Size

19 Nonparticipating Students
24 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

HAGERMAN, NEW MEXICO III-243

HAGERMAN PUBLIC SCHOOLS: WORK STUDY PROGRAM

I. OVERVIEW

In 1971 in the community of Hagerman, New Mexico, there were few work experience opportunities for students. The school superintendent, in order to meet this need, initiated the first work study program with the help of the high school principal as coordinator. One year later the present coordinator was appointed, with full responsibility for program organization, planning, and supervision.

Hagerman is a rural community of about 1,200 located in flat open country about 25 miles southeast of Roswell. It is near the Pecos River and its economy is dependent upon farming with a number of cotton fields surrounding the community. Most of the students are neither affluent nor severely disadvantaged.

The high school is across the street from the elementary school which is housed in a new modern building. The superintendent and the work study supervisor have offices in one corner of the elementary school.

II. PROGRAM ORGANIZATION

A. Program Objectives: The primary objective of the program is to familiarize students with the world of work. Students are placed in jobs and rotated during the year to several employers, in order to explore a variety of jobs and experience personality differences.

B. Use of Advisory Committee: The program does not at present operate an advisory committee. The coordinator plans to organize a committee involving employers, school personnel, students, and the community.

C. Sources of Funding: The budgeted amount for 1972-73 was $3,000 in comparison with $1,500 for 1971-72. This money is all applied toward salaries, with no administrative charges. The program is supported by State and matching local budget appropriations according to a formula. Approximately 80 percent comes from the State and 20 percent comes from local funds.

III. ORGANIZATIONAL SUPERSTRUCTURE

The work study supervisor is in charge of the program and reports directly to the superintendent. He also serves as director of special education and coordinator of career education for the district's State pilot project in career education which has been implemented. Through these functions he is able to promote career education to accommodate physically handicapped students and to provide the academically handicapped students in the Work Study Program with remedial reading, language development, and special guidance and supervision in vocational skills. These students are otherwise integrated into regular classrooms.

Since Work Study Program students can work only for non-profit organizations, most are placed in the public schools in Hagerman. This identity of school and employer is advantageous to the program's integration into school.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

This is the work study supervisor's 1st year in the program. He has full responsibility for the supervision of the program, which includes evaluating and organizing the program followup, coordinating the budget expenditures for salaries, and renewing program applications for funding.

He is an enthusiastic coordinator and has formed very definite ideas for the program. His philosophy is to place students in jobs in which they can get useful experience, but at the same time to limit the number of work hours to 5 a week (10 for custodial jobs), in order to provide work experience for as many students as possible.

V. STUDENT COMPOSITION

There are 38 students in the Work Study Program. Of this number, 60 percent represent minority ethnic or racial groups, and 50 percent are female. The program also includes 10 percent who are physically handicapped and some who are academically disadvantaged. Two of the students come from Villa Solano, a nearby residential school for retarded children.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: When the coordinator locates work stations, he publishes a list of jobs indicating duties and qualifications. He posts a notice on the bulletin board in the high school and runs an article in the local newspaper. Interested students submit application forms for the jobs.

B. Student Eligibility Requirements: To be eligible for the program the student should be a full-time student between the ages of 15 and 20, be enrolled in a vocational program, be in good class standing (average of C) without an excessive absence record, and be able to show financial need.

C. Job-related Curriculum: The program does not provide a special class for job-related instruction. However, all students in vocational classes are exposed to career education by means of lectures and field trips.

D. Counseling: The coordinator counsels students about once every 3 weeks, usually in group sessions. The school counselor is available when needed. Employers also counsel the students.

E. Placement: A placement system in not functional in the program. However, the coordinator does maintain placement records. Last year, all students who graduated from the program were placed in positions related to their training.

F. Followup: Followup activities have not been organized for the program. The coordinator expects to begin a followup study this year.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are assigned to the following positions: Secretary-typists (12), teacher aides (10), cafeteria workers (5), maintenance workers (4), and video tape operators (2). Single students are in other positions as bookkeeper (posting machines), store manager, welder, librarian, and school mail carrier.

B. Training Procedures: Most employers provide students with a general orientation to their area, along with specific job assignments and explanations as to how the jobs are to be done--rather typical on-the-job training.

One employer used visual aids and conducted informal group sessions to train all her employees. She regarded the students as being there for training in all aspects of the operation and not just for work.

C. Employers: Employers interviewed in the program included a program administrator from another work experience program, personnel from the school cafeteria and bookkeeping departments, and a member of the city government. All commented that they planned to continue in the program and would recommend the program to other employers. They felt that the program was beneficial in that it provided valuable work experience for student trainees, provided financial assistance for some students who needed money while in school, and helped employers relieve their work loads.

D. Salaries and Other Benefits: Students are paid $1 per hour through the Work Study Program.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program is mainly attributed to the support of the administration and the enthusiasm and optimism of the coordinator. He appears to be well liked and respected, yet maintains command in his duties.

The total involvement of the school as the employer seems to help the program, since the coordinator has direct contact with school personnel and administration and is close to students for adequate supervision and counseling. Also, the coordinator's functions in special education and career education programs keep him in contact with every type of student in the school.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The coordinator cited several problems concerning placements, student qualifications, and work hours. He would like to expand training slots in the program to placements outside the school and town government. The local post office is the only other non-profit agency in this small town which could hire students. The coordinator had hoped jobs would be available there, however, both the coordinator and the interview team were refused an interview with the superintendent of the post office. The post office said that it was "not interested" in hiring students at this time," and didn't have time to talk about it.

There is a problem with teachers hiring students whose typing skills are not adequate. The coordinator would like students to plan ahead and take typing before participating in the program and also take typing while in the program. Since students can work only before and after school, their availability is limited, and extracurricular activities sometimes conflict with job hours.

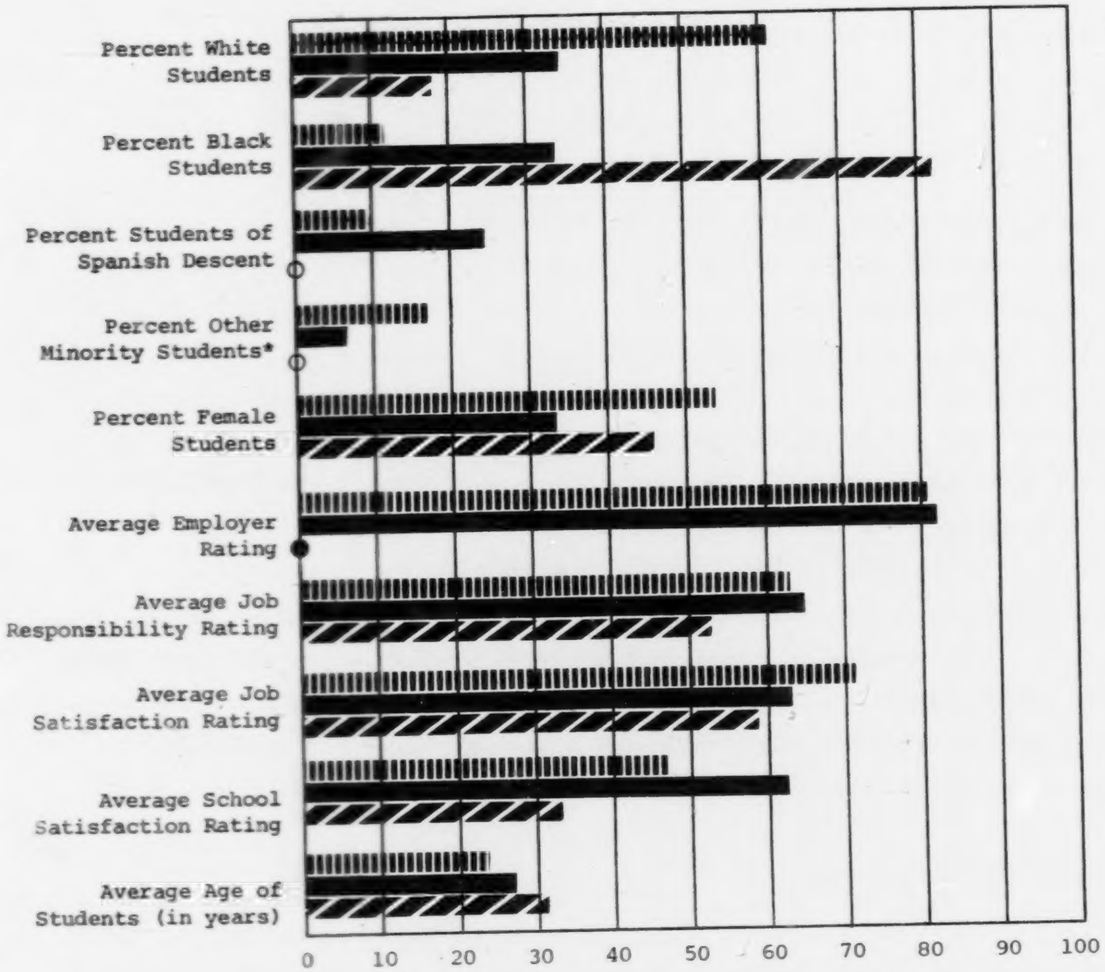
X. OBSERVER IMPRESSIONS

This is the 1st year the coordinator has operated the program, and so far he seems to have no major problems. He has a most enthusiastic and congenial personality. His ability to be flexible is one of his important assets. He has developed criteria for selection of students, but he bends the rules to take students he feels could benefit from the work experience. This year, 45 students applied for the 38 training positions. He did not choose students for the positions, but rather had them compete for the jobs as they would in the world of work.

The coordinator has a definite philosophy about the aims of the Work Study Program. He feels that as many students as possible should be given a chance to explore many career fields. Therefore, he is trying to expand the program to include employers outside the school system. Since the guidelines for the program state that students can only be placed in a non-profit organization, this limits the number of available jobs in Hagerman.

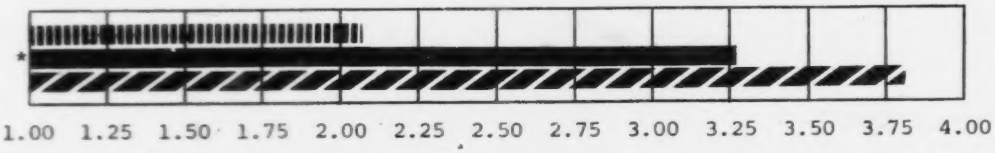
BRONX, NEW YORK

RADIOLOGIC TECHNOLOGY PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level:	Postsecondary
Primary Purpose:	Specific Occupational Training
Industrial Setting:	Major Industrial Center

Sample Size

11 Nonparticipating Students
33 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

BRONX, NEW YORK III-249

RADIOLOGIC TECHNOLOGY PROGRAM

I. OVERVIEW

The Radiologic Technology Program began at the Hostos Community College when the college was founded 3 years ago. Hostos is the first college in New York named after a Puerto Rican (Hostos was a 19th-century liberator) and is geared to serve minority group students from various backgrounds. Hostos Community College is unusual in that it was designed to include professional quality training in five different health science fields. Radiologic technology is one of these five. Also, the work experience structure has been an integral part of the training from the outset.

The program of radiologic training, combined with a specified number of liberal arts course hours, leads to an associate (2-year) degree and prepares students for jobs as x-ray technicians in city hospitals.

The college, which serves about 12,000 students, is located at 149th and Grand Concourse in the Bronx and is in the heart of a bustling lower middle-class community. However, the students come from all parts of the city and generally represent minority groups from middle-class backgrounds.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The work experience program is one aspect of the overall radiologic training program, which is intended to lead to an associate degree, a marketable skill, and a full-time job with a city hospital.

B. Use of Advisory Committee: The program's advisory committee consists of representatives of educational and professional x-ray organizations, radiologic health organizations, and employers. It meets twice a year to review the workings of the program and to offer suggestions for improvements.

C. Sources of Funding: The program has been budgeted for approximately $96,000 annually since its inception. About 50 percent of this comes from the State, and 50 percent comes from the Federal Government.

III. ORGANIZATIONAL SUPERSTRUCTURE

The City University of New York (CUNY) is responsible for the programs run by Hostos Community College, with the chairman of the department of radiologic studies immediately responsible for the radiologic program. He spends 75 percent of his time administering the program and 25 percent of his time as associate dean of the community college.

The program operates in cooperation with various city hospitals' x-ray departments. The chief technician in each hospital is usually the person in charge of training the work experience students. He is directly responsible to the head of the hospital's radiology department, who is an M.D. Each chief technician is paid by the program ($5 per hour) to instruct students on the hospital premises when the formalized instruction is given. These chief technicians come to the program for in-service training and liaison and are considered to be adjunct teaching staff to the program. The program sends a teacher to the hospital to visit and make contact for ongoing feedback at least once a week. Also, once each month all of the program staff meet with the chief technicians from all participating hospitals to discuss the program's operations and make necessary revisions. This approach has greatly improved program-employer communication.

An unusual relationship exists between this program and a labor union. In some of the participating hospitals, Local 1199 of the Drug and Hospitals Workers Union has a contract covering students' jobs, as well as other types of jobs. The union has a large education fund which it uses for two purposes. First, it sends x-ray technicians to the college to receive training through the program's courses. This leads to updated techniques and an associate degree which provides mobility. These union students must meet all degree requirements, including a specified number of liberal arts hours. Second, through the college, the union places workers in unrelated jobs in the hospital, as a way of upgrading union people. Thus, the union relies on the college for its apprenticeship-equivalent training. (In Edison, New Jersey the reverse was found: The Job Corps referred enrollees to a painting union for training in the union apprenticeship program.)

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator is directly responsible for administering the program. The college teachers provide the skills training. Both, along with the advisory committee, develop behavioral objectives and skills packages for students. The chief x-ray technicians in the participating hospitals teach some of the same skills as the school. The emphasis here is to provide practical application to complement the theoretical teaching of the school.

V. STUDENT COMPOSITION

There are currently 84 students in the program, with 80 percent representing Black and Spanish-speaking families, (mostly from middle-class backgrounds) and 34 percent are female. There are no physically handicapped students in the program. All are 1st and 2nd-year students in a 2-year college. (This is the oldest group of students in the Eastern sample.) They are pursuing an associate degree and a career in x-ray technology.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruitment is not a pressing problem. Eighty-four students were accepted and 84 applicants were not accepted, since only a limited number can be handled. CUNY refers students interested in x-ray technology to schools such as Hostos. The union Local 1199 also refers students, and individual students can sign up.

B. Student Eligibility Requirements: Students must have a 10th to 12th grade ability in math, reading and vocabulary, and a high school science background. They must be 18 years old and desire to work in a hospital setting.

C. Job-related Curriculum: Multi-media job-related instruction is given and practice is done in a fully equipped x-ray laboratory. Behavioral objectives are packaged into skills segments which must be completely mastered. The techniques that are used in the hospitals are practiced in the school and are done in the same manner.

D. Counseling: Two counselors are assigned to the program to set up scheduled interviews and to be available for informal meetings with students.

E. Placement: No systematic placement of program graduates is done, but placement records are maintained. These records indicate that 100 percent of the graduates have been placed in related jobs. There is a great demand in city hospitals for x-ray technicians.

F. Followup: Students are informally asked for followup information on the strengths and weaknesses of the program, whether they are going to further their education, and what jobs they are actually doing in the hospital. Next year forms will be used for this. Also, some followup is done by contacting the participating employer to get a performance rating on individual students.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students train as x-ray technicians in city hospitals.

B. Training Procedures: First-year students spend 2 days a week, 8 hours a day, in the hospital and 3 days a week in school. Second-year students spend 3 days a week at the hospital and 2 days in class. Students are assigned to an x-ray room and work closely there with an experienced worker, making practical applications of techniques studied in class. They are occasionally given instruction in these techniques by the chief technician. One hospital has instituted weekly seminars, with students making diagnoses, using actual patient x-rays, and making presentations on the probable ailments and best x-ray angles to use. Students are rotated to serve in three hospitals over the 2 years.

C. Employers: Employers are NYC hospitals for the most part (e.g., NYU Medical Center, Beth Israel, and Lennox Hill Hospitals).

D. Salaries and Other Benefits: Students are not paid for their work. They receive health benefits on an emergency basis. (They are told this is not "work" but training, and initially they told the interviewer they didn't work, which caused some confusion.)

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program appears to be an unqualified success. Minority students are breaking into a technical, well-paying field and getting placed in jobs (100 percent) when they complete the program. The training facilities both at school and on the job are good. Effective coordination exists between program and employers. It is to the students benefit that they are rotated (5 to 6 months at a site) among the three participating hospitals during their 2 years of training and work experience. Thus, they are exposed to three different working situations, get used to mobility, and gain a much better background.

The systems approach to learning is used with a 100 percent success criterion. Students must get 100 percent on each test covering a package of behavioral skills. If it is not achieved the first time, the test may be repeated, but 100 percent must be achieved. This high standard causes students to expect more of themselves and to do better in their liberal arts classes as well.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

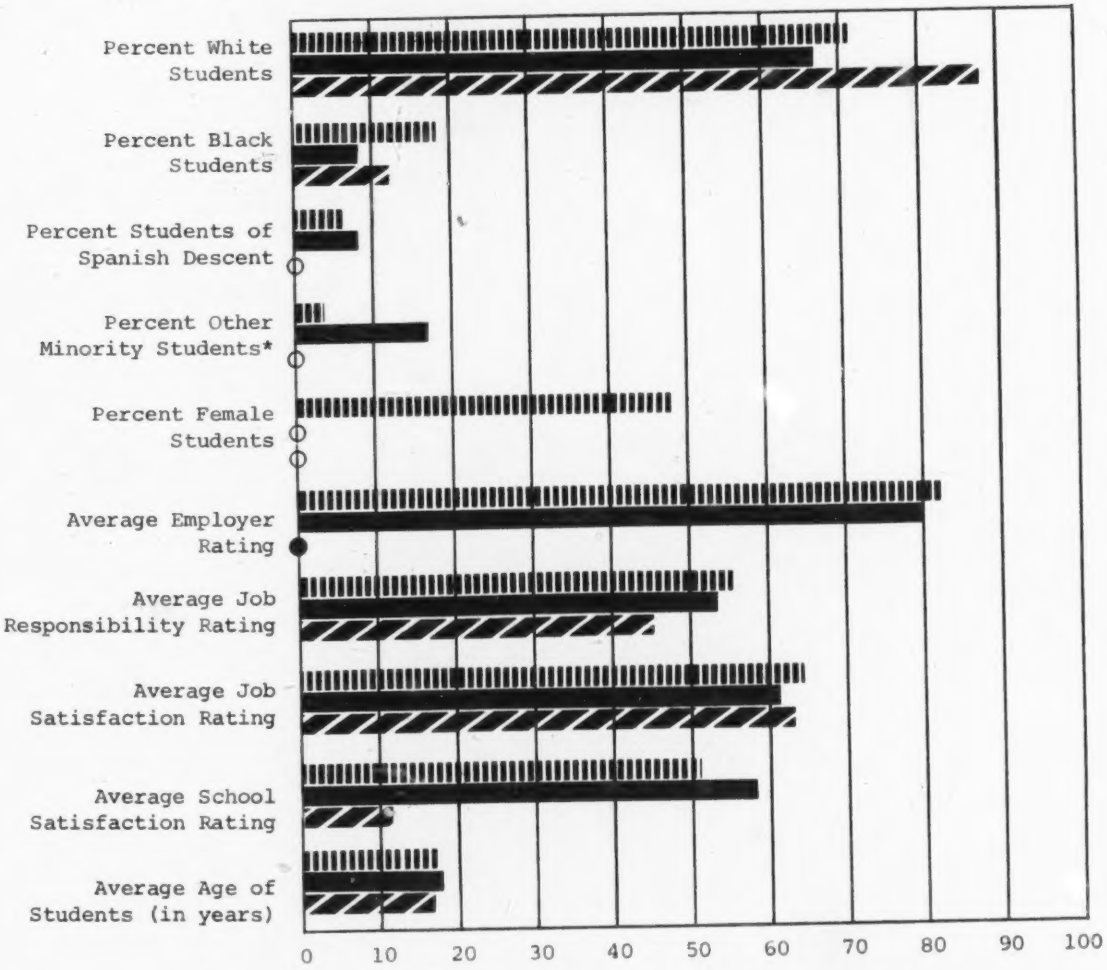
The coordinator listed three problems for the program which included a need to identify the number of hours of instruction necessary to learn various job skills; a need to tighten the correlation between class and clinical training; and a need to develop specialty areas of x-ray for students to experience on the job.

X. OBSERVER IMPRESSIONS

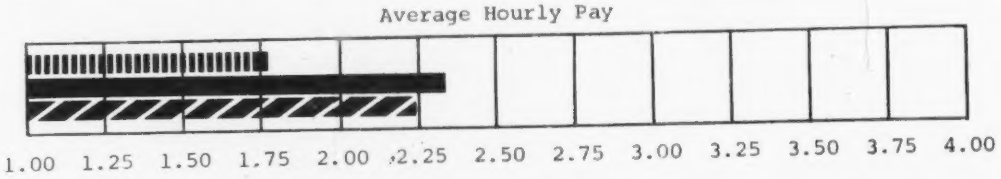
This program, along with the Westbury Electronics Program and the New Haven SPACE Program, are by far the best of the Eastern sample of 14 sites visited. All aspects of this program are commendable. Adequacy of funding is a key element. They have sufficient money, good facilities and equipment. This site offers a road to economic freedom for primarily Black and Spanish-speaking students.

WESTBURY, NEW YORK

STUDENT PLACEMENT SERVICES PROGRAM: EXEMPLARY ELECTRONICS SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Major Industrial Center

Sample Size

17 Nonparticipating Students
12 Participating Students

▮▮▮ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

WESTBURY, NEW YORK III-257

STUDENT PLACEMENT SERVICES PROGRAM: EXEMPLARY ELECTRONICS SEGMENT

I. OVERVIEW

Approximately 2 years ago the administrators of the Board of Cooperative Services (BOCES), which serves the 56 school districts in Nassau County, Long Island, applied to Albany for Federal VEA funds. The proposal was accepted, and funds were granted for the Student Placement Services Program. The program is now in its 2nd year of operation, and it is run by BOCES in four vocational technical training centers in Nassau County. The segment studied, the Exemplary Electronics Program, had its lab facilities located in the BOCES County Center Building in which the program's general administration and the four work study coordinators for the program have their offices. Students come from their home schools to the center for vocational technical training and are released for work experience on a variety of schedules. The Exemplary Electronics Program differs from other BOCES programs in that the students are placed in work situations and given instruction on an individually paced schedule. When the student wants to go to work the coordinators place him in a job suited to the level of skills he possesses at the time. If after a while the student expresses a desire to return to the vocational technical center for additional training to qualify for a more advanced type of electronics job, he is returned to training and later placed in a suitable job fitting his new skills.

After students are placed on the job, their schedule may be on the job 4 days a week in school 1 day, or vice versa; or they may be in school half of each day and out of school the other half. It is a very flexible program which aims to take whatever degree of interest in electronics the student has and harness it to an appropriately challenging job.

The program is very well funded; it has a magnificent training lab and a complete teaching and coordinating staff, with an excellent record-keeping unit designed to monitor jobs and students and to match students with appropriate jobs.

The center serves suburban Long Island, including all of Nassau County. The students are not primarily dropout prone or disadvantage. However, many students use their work experience jobs to help support their families. This is a middle-class environment, but it is certainly not the typical "job exposure" situation where affluent students are working to earn spending cash or college money. It is probably one of the three finest of the 14 programs in the Eastern sample.

II. PROGRAM ORGANIZATION

A. Primary Objectives: In the Exemplary Electronics Program ("exemplary" here is used as it is used by the program coordinators, to differentiate its procedures and aims from other work education programs run by BOCES), each student is counseled, to determine his degree of interest in electronics. If the interest is small, this interest is harnessed and the student, when he is ready, is placed in a job commensurate with his skills. If the student has a deep interest in the field, he is trained with the latest equipment to repair equipment such as television, stereo, and computers, and to do industrial electrical circuit design and manufacture. Then he is placed on a job using the skills that have been learned. The objective is to teach the marketable skills and to subtly stimulate the interest of the student so he will feel compelled to go back to the training facility again and again for more training, which will lead to better employment opportunities. The aim is to provide individualized instruction, counseling, and placement.

B. Use of Advisory Committee: The advisory committee of the program reads like a Who's Who of the Long Island area. Representatives of the Department of Labor, the employment service, newspapers, educational institutions and business firms are members. The committee meets 3 times a year and advises the program on procedures and content. Through close contact with the State employment office and because of its excellent filing system on job openings in the area, the program may soon be asked to take over much of the student job referral function of the State employment service.

C. Sources of Funding: The funds come approximately evenly from Federal, State and local sources. The Federal funds are VEA, Parts G and H. The program receives approximately $130,000 to $140,000 per year for all of the vocational technical electronics students' training at the site; however, the work experience students comprise only about 50 percent of this total enrollment, hence, the funds for them would average $65-70,000 per year. These figures are rough, but give some idea of the program's wealth compared with other programs. This was one of the best funded programs in the Eastern sample.

III. ORGANIZATIONAL SUPERSTRUCTURE

BOCES provides vocational technical training for all the 56 school districts in Nassau County. It also handles supportive services, e.g., placement, followup, counseling, and coordination.

The local schools work closely with BOCES centers which are typical of the justly famous New York City area technical and scientific public high school facilities. Four BOCES centers in the State conduct this program.

The program associate and placement manager of the BOCES County Center is the chief administrator for the program. Under him, and responsible for approximately 5,000 students are four full-time coordinators. Their work with work education students is one of a variety of tasks for which they are responsible.

Working relations are well coordinated and directed out of the central office in the county center of BOCES. The files are kept current on students' work situations and job openings phoned in by employers. The business community seems alert to the BOCES and provides a wealth of job opportunities. Many of the nation's leading electronics firms have plants located in Nassau County. The same is true of businesses specializing in repairs of television, radio, stereo, and computer equipment.

The program is well attuned to local politics and government offices and newspapers (Newsday has a representative on the advisory committee), so that good relations exist all around.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinators develop jobs to some extent, although most jobs seem to be phoned in at the employer's initiative to the BOCES Central Office Job Bank. They counsel students and do some recruiting. They primarily visit employers and keep in touch with them and the students. Teachers in the electronics labs teach the skills, and the program administrator is responsible for overall coordination and public relations at top levels in the area. He also heads placement and followup activities and oversees the job bank and student files operations. Overall, this is a large, smooth running, tightly organized operation. The electronics lab has several full-time teachers.

V. STUDENT COMPOSITION

The students are suburban, White and middle class for the most part. There are no Black and only a few Spanish-speaking students. The students are not dropout prone. They are seeking a job skill and want to learn. There are 25 students in the Exemplary Electronics Segment of the program. For the Student Placement Services Program as a whole, 11 percent were said to be minority, 3 percent physically handicapped, and 39 percent female. Some students under the age of 16 are included in the program.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Little recruiting is necessary. The program is very much in demand. There is an open school right at the BOCES Center providing academic training. Vocational education week and career exploratory day in the county schools serve to publicize the program. High school counselors also make referrals to the program.

B. Student Eligibility Requirements: The student must obtain permission from the guidance counselor at his high school to enroll in the program. The student must be in the 10th, 11th, or 12th grade.

C. Job-related Curriculum: An excellent electronics lab is available in which students learn the techniques to be practiced on the job. All necessary equipment is available and up-to-date.

D. Counseling: Counseling is done at the job site by a program coordinator as the need arises. The electronics teacher, after receiving employer feedback, also counsels the student. The program attempts to meet all students for scheduled interviews once a month, but this schedule is not always met.

E. Placement: Job placement at this site is one of the best in the Eastern sample with 100 percent placed on completion. Jobs are readily available in electronics in Nassau County, and the program keeps superb files on students' and employers' statuses and makes appropriate matches.

F. Followup: The followup is included as an integral part of placement. A postgraduate followup study is conducted each year using forms to solicit information from former students. Students and employers are also contacted personally. The followup forms provide material for the in-house newsletter Spotlight.

VII. WORK ENVIRONMENT

A. Types of Jobs: The jobs fall into two categories, electronics manufacturing and electronics repair. Also, students work in a television station run by BOCES which produces educational programs and runs them on the air for schools. Here the students receive training in all television station operation skills.

B. Training Procedures: In all of the jobs visited, the students learn on the job site primarily by working with experienced workers. They do not receive much systematic, theoretical or classroom instruction, since this is done quite well by the school.

C. Employers: The employers generally think highly of the program and are using students for productive work. The employers interviewed were two electronics manufacturers, one television station, and one large electronics repair business. They would all recommend the program to others and would expand it.

D. Salaries and Other Benefits: At the BOCES Television Station, students are paid $2 per hour up to a maximum of $60 per month, regardless of hours. At the other locations the students earn from $2.50 to $3.75 per hour and generally are paid at the same rates as regular workers.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program is unusually well funded, administered, staffed, and equipped, and maintains a high placement rate. It is a professional operation running on a pooling basis; i.e., all Nassau County school districts pool resources to finance a group of four BOCES centers to provide work experience and vocational technical training. They seem to easily be getting more than their money's worth.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The only problem indicated was the poor quality of mass transportation available in Nassau County. The students must be 17 or 18 to drive, and this eliminates some youngsters from participating.

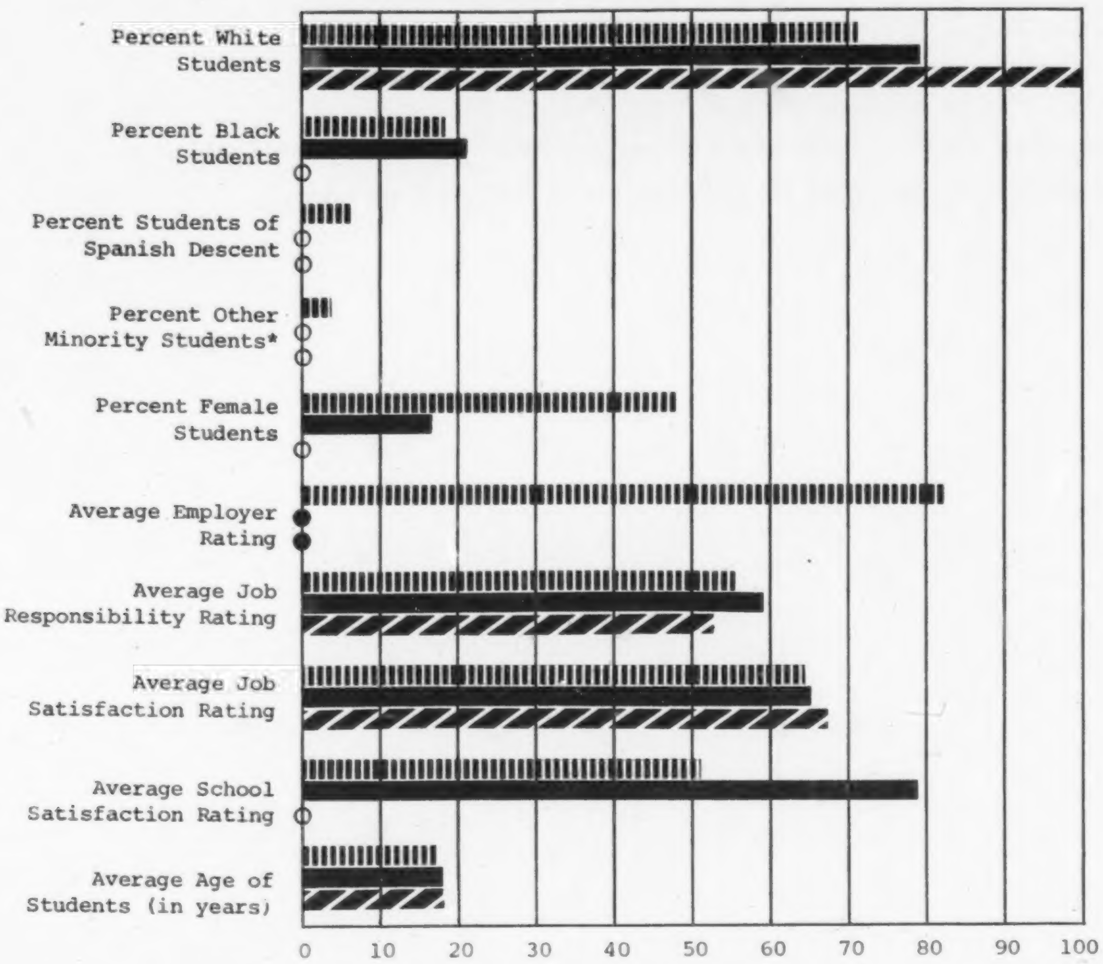
X. OBSERVER IMPRESSIONS

The program couples students who want to learn electronics with a professional staff providing excellent teaching, coordination, public relations, placement, and followup. They are luckily living in the middle of a plethora of electronics forms and have an open door. The funding is generous and the lab is a show case. The program is indeed exemplary.

Individually paced instruction and job placement in work experience is an often voiced concept that is actually being implemented here.

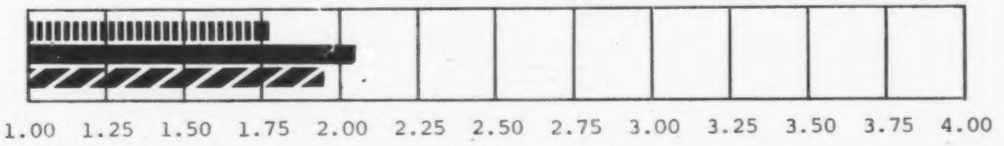
CARY, NORTH CAROLINA

INDUSTRIAL COOPERATIVE TRAINING PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Major Industrial Center

Sample Size

19 Nonparticipating Students
24 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

CARY, NORTH CAROLINA III-265

INDUSTRIAL COOPERATIVE TRAINING PROGRAM

I. OVERVIEW

According to the program coordinator, the area around Cary, North Carolina, has traditionally been technically oriented and favorably disposed to the teaching of technical vocational skills in the public schools. Cary is a rural-suburban area adjacent to Raleigh and has the highest per capita income of any area in the State. The Industrial Cooperative Training Program in Cary Senior High School began approximately 15 years ago at the suggestion of the North Carolina State Board of Education and under the immediate supervision of the county board of education.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The program's objectives are defined by the State guidelines for work experience programs. The primary objective of the program is to train students in trade and industrial occupations and related fields. The program also tries to develop desirable work habits and attitudes in students.

B. Use of Advisory Committee: The program's advisory committee consists of businessmen, educators, and representatives from a technical school, agri-business, a university, and a labor union. The committee meets 3 times a year and serves in an advisory capacity only.

C. Sources of Funding: Federal, State, and local funds are used, but the bulk of the money is currently provided via the 1963 Vocational Education Act.

III. ORGANIZATIONAL SUPERSTRUCTURE

The program coordinator is directly responsible to the principal of the high school.

During the summer, meetings are held for coordinators (or directors) of all the vocational programs in the county to discuss policies and procedures relating to vocational programs.

The Industrial Cooperative Training Program provides training in agriculture, distributive education, health, occupational home economics, and office, technical, trade, and industrial occupations.

Other work education programs in the school include Distributive Education (53 students), Cooperative Office Occupations (23 students), a middle grade Cooperative Program (8 students), and an Electricity-Electronics Cooperative Program (1 student).

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator is responsible for job slot development, program administration, and supervision and counseling of students. Fortunately, Cary is bustling financially, and employers request many student workers from this program.

V. STUDENT COMPOSITION

There are 60 students in the Industrial Cooperative Training Program. The areas in which they are placed are: trade and industrial occupations (35); distributive education (10); office occupations (5); technical occupations (5); occupational home economics (2); health occupations (1); and agriculture (2). The students come from fairly affluent backgrounds and most plan to attend college after graduating from high school.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: A film presentation provides students with information explaining the program. Students then submit an application for enrollment in the cooperative program to the coordinator.

B. Student Eligibility Requirements: In order to enroll in the program students must be 16 years of age and able to provide their own transportation to and from school. This is a requirement which excludes students without enough money to own a car. However, the number of students without their own transportation is relatively small at Cary High School because of the general affluence of the student body.

C. Job-related Curriculum: The program does not offer job-related curriculum.

D. Counseling: The coordinator provides counseling in the program, along with the two high school counselors who are available when needed.

E. Placement: Since most of the students in the program plan to attend college or enlist in the military after graduation, the program does not offer placement activities as a main function of the program.

F. Followup: Followup activities for seniors in the program are conducted for 1 year after graduation. The forms to be used for followup are completed by seniors before graduation.

VII. WORK ENVIRONMENT

A. Types of Jobs: The employers interviewed had hired students as clerk typists, meat cutters, and stock boys. Noteworthy among these jobs was the meatcutting training where a student was learning how to buy meats, how to organize and schedule meat cutting, and how to maintain and keep records for the meat department. Other students in the program were working in carpentry, commercial cooking, and auto repair.

B. Training Procedures: At the clerk typist job sites, the students are simply given tasks without formalized training. The meat cutter was being trained by the person in charge of buying and cutting meat for the store. Some manuals were used, but the students are taught mostly by the OJT approach to training.

C. Employers: Employers interviewed include IBM, a grocery chain, and the State Employment Office of North Carolina.

D. Salaries and Other Benefits: Student wages ranged from $1.39 to $2.30 per hour. Regular workers hired for the same positions received from $2.01 to $2.60 per hour as starting salaries.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program is due to the booming financial status of the community, which needs part-time workers in business and industry. The program therefore serves as a good source of part-time labor for the community and a source of employment for the students.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The need for more program publicity was the only problem cited by the coordinator.

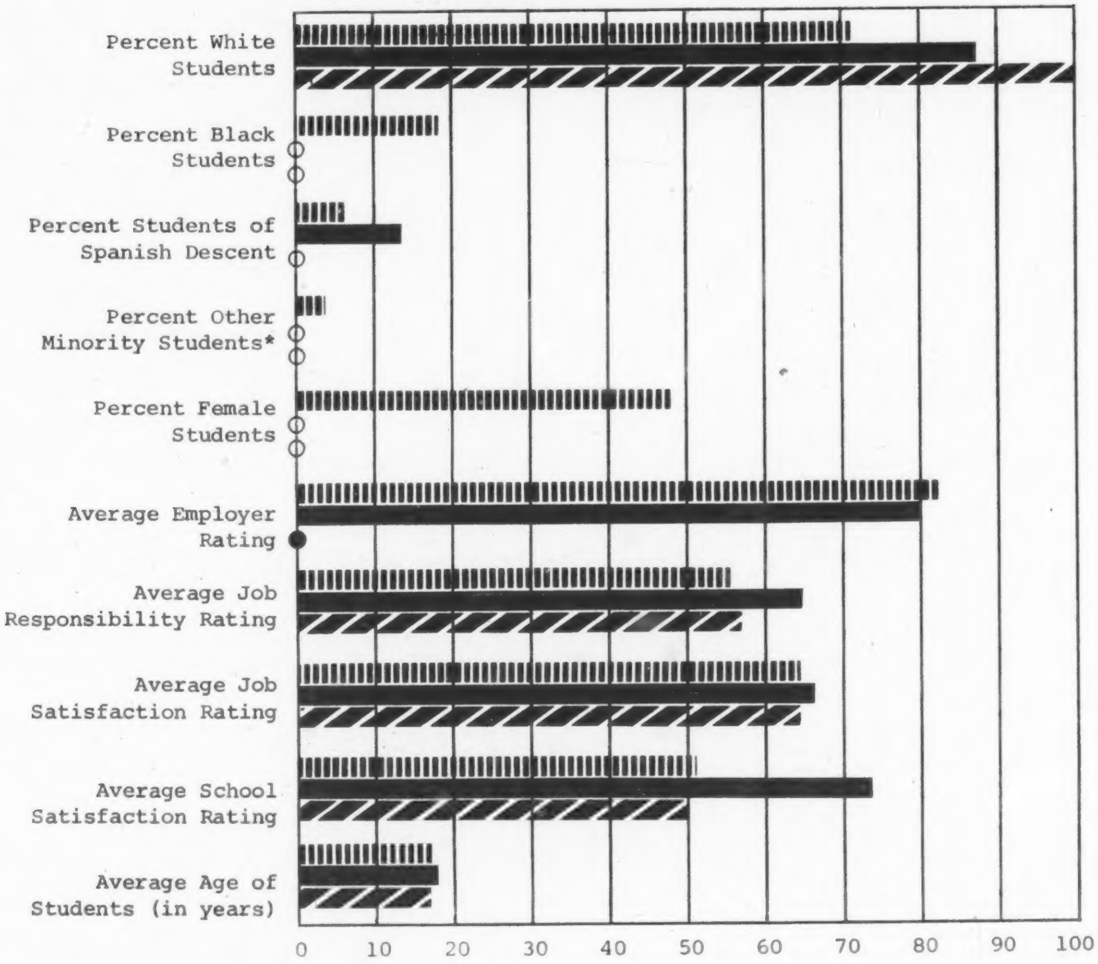
X. OBSERVER IMPRESSIONS

The strongest impression of the site was the general affluence of the students in the program. These students are for the most part college bound and therefore do not receive job training related to their work experiences. The impression made on the interview team is that these students would obtain jobs on their own if work experiences were not provided through the program.

In one interview with officials at the State AFL-CIO headquarters it was suggested that all of the employers visited by the team represented non-union shops, and that in essence these employers in the Raleigh-Cary area contact the schools to request students through the work experience program simply as a source of relatively cheap nonunion labor. This point (if true) raises the more general question of whether work experience programs should be allowed to be used by employers as a preventative to possible unionization.

TOLEDO, OHIO

OCCUPATIONAL WORK EXPERIENCE PROGRAM (OWE)



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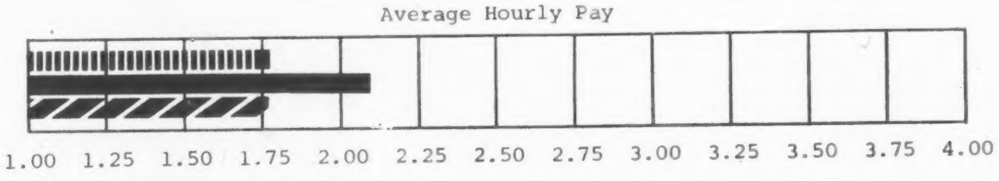


Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	6 Nonparticipating Students
Primary Purpose:	Dropout Prevention	15 Participating Students
Industrial Setting:	Major Industrial Center	

▮ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

TOLEDO, OHIO

OCCUPATIONAL WORK EXPERIENCE PROGRAM (OWE)

I. OVERVIEW

The Occupational Work Experience Program in Toledo, Ohio, an industrial city, was started approximately 6 years ago to prevent high school students from dropping out of school for varied reasons such as impoverished home conditions, boredom, ineffectual academic performance, etc. It is designed to be a 2-year program, enrolling students at the age of 16, an especially difficult age in terms of personal development and adjustment.

Participation in Occupational Work Experience (OWE) is voluntary. However, students must meet certain requirements and receive parental approval and counselor and teacher/coordinator acceptance before they are admitted to the program on a trial basis. If they are admitted, it is because it is felt that they can be salvaged from joining the ranks of unskilled dropouts and can profit from the specialized school instruction.

OWE is a districtwide program with nine centers and 25 coordinators who meet weekly to discuss mutual problems.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The prime objective of this work education program is to prevent students from leaving school. Once this is achieved, it is felt that positive social, occupational, and personal attributes can be developed to aid the participants in conforming to social demands.

B. Use of Advisory Committee: An advisory committee composed of representatives from labor, automotive, foods, and religious groups and organizations, as well as management, meets twice a year for promotion, development of job stations, making suggestions for improvement of the program, and evaluating the program.

C. Sources of Funding: Financial support for the program is provided by the State government and local taxes. Support includes teachers' salaries and approximately $560 per student in the program.

III. ORGANIZATIONAL SUPERSTRUCTURE

OWE is governed by the Office of Trade and Industry, a branch of the Toledo Board of Education. The vocational supervisor of this office is responsible for the program organization, operations, and teacher selection. He makes frequent visits to the nine schools in which this work education program is operating. There he discusses any problems and concerns with the teacher/coordinators and sometimes inquires whether they need any materials, supplies, etc. He then reports to his supervisor, who is the director of vocational education for the board of education.

The nucleus of the program is the teacher/coordinator at each of the nine sites. They assist school counselors in screening potential students for the program. Once students have been selected for participation, the teacher/coordinators instruct them in world of work skills, make home visitations to gain insight into their environment, and coordinate the students' work experiences.

In the Waite High School, which was visited by the research team, there are three other work education programs. The OWE Program studied was the one designed primarily for the disadvantaged. Those students who are more disadvantaged than others in terms of personal identification, work-readiness skills, and physical handicaps, are referred to a personal identification center (a vocation rehabilitation service) for more personalized counseling, guidance, and training.

The Occupational Work Experience Program is designed for a 9-month school year with a minimum of 15 hours of work experience per week during school hours.

Participating employers enter into a contractual agreement delineating the responsiblities of the teacher/coordinator and employees before students are placed at their sites. This signed agreement is supposed to protect the rights of the students, employers, regular workers, and the school.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The teacher/coordinator is directly responsible for the operation of the program. Because of the magnitude of his role, it is required that he receive specialized training in vocational education, guidance, counseling, or special education. He must have at least 2 years of teaching experience in special or industrial education and 3 years of vocational experience. His class is organized in such a manner as to present job-related materials to his students. In addition, he counsels and advises students in career development, guidance, and confidential matters.

Other duties include making home visits, coordinating work stations, providing transportation to work stations if necessary, and serving as a mediator when problems arise involving employers and student trainees.

V. STUDENT COMPOSITION

At present, there are 22 students enrolled in the OWE Program at Waite High School. They tend to come from working-class families of middle-European descent. There is, however, a small percentage of Spanish-speaking students in the program.

One generalization that can be made of these students is that they expressed much more interest in their jobs than in academic pursuits. For the most part, they were considered fairly reliable workers by their employers. One service station employer, for example, uses an automotive student as his assistant manager.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Recruiting of students is done by school counselors' referrals to the teacher/coordinator of OWE. Together, counselors and the teacher/coordinator review and evaluate IQ records, list students who have failed a grade and reading scores and decide who could benefit from OWE.

Once students have been selected, there is an initial visit to their homes for the purpose of counseling both parents and students as to their responsibilities if accepted on a trial basis into the program. After interviewing the parents and students, the teacher/coordinator makes a final selection. Then, he must make another personal call for the purpose of signing agreement forms. Once that is done, the students are officially enrolled.

B. Student Eligibility Requirements: In order to qualify for this program, students must be at least 16 years of age, have an IQ ranging from 75 to 89, and be a minimum of 1 year behind in grade level and 2 to 4 years below their class in reading level.

C. Job-related Curriculum: Students spend 3 hours a day in the program's self-contained classroom. There, they are taught subjects by the teacher/coordinator that will satisfy the requirements for graduation from high school. Moreover, they are instructed in world of work skills: Use of classified ads, interviewing techniques, procedures for applying for jobs, etc. They do not receive occupational skill training.

D. Counseling: Counseling is available at all times for any student who seeks it. It is usually informal, although the teacher/coordinator may decide to make a home visit for formal counseling involving both parent and student. He also calls on employers to discuss and settle any problems which may arise.

E. Placement: The program places students on any available job where they can be successful, and then upgrades them after they have had some work experience.

There is no systematic method for conducting placement activities for those students who complete the program. It is hoped that they will be retained on jobs where they received their supervised work experience.

F. Followup: Followup on former students is done informally by the teacher/coordinator. It is conducted for a 5-year period.

VII. WORK ENVIRONMENT

A. Types of Jobs: Most jobs are service oriented. There are several dishwashers, retail sales clerks, service station attendants, and automobile mechanics. There is also an electric appliance repairman, a welder, a groundskeeper, a shipping and receiving clerk, and an assistant manager of a gas station.

B. Training Procedures: Training procedures for the aforementioned jobs require observation and supervised work experience until the students can handle the jobs alone.

C. Employers: Two employers interviewed are in the fast foods business, one operates a school of meat cutting, and one runs a service station.

D. Salaries and Other Benefits: Each employer has a different rate of pay and benefits for the student workers. Salaries ranged from $1.60 to $2.50 per hour. Benefits included holiday pay and permission to attend various employer sponsored activities.

VII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program can perhaps be attributed to the administrator, who believes wholeheartedly in the objectives of the program, and the teacher/coordinator, who works very closely with all of his students to help them succeed.

According to the teacher/coordinator, his most rewarding experience is to watch the attitudes of his students change from mistrust and alienation to trust and warm relationships with each other, the employers, and the teachers.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The most significant problem remaining to be resolved concerns the acquisition of skill-training facilities at the school.

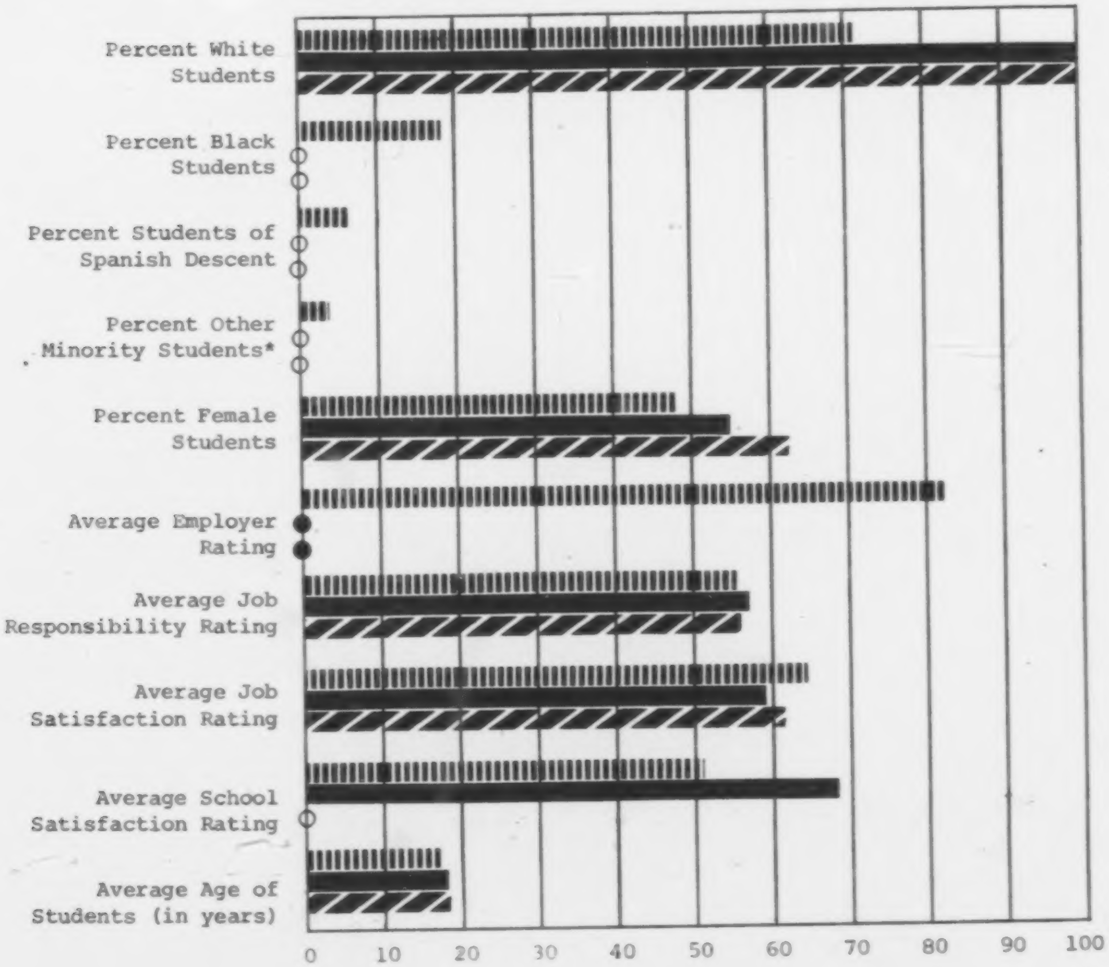
X. OBSERVER IMPRESSIONS

Nonparticipating employers gave the impression that they were not patricipating in the work education for one or more of the following reasons: they lacked openings in unskilled and/or lower echelon areas; unions would not permit participation; and management assumed public disapproval of having student trainees perform a service (e.g., people would not want trainees attempting to repair their automobiles).

The subject matter in the program is organized in such a manner as to emphasize the world of work without teaching any vocational skills which the students may apply to future employment. Unless these young people are motivated enough to apply themselves and raise themselves from service station attendant to assistant manager, as in the case of one student, the purpose of the program will in the end by thwarted and the student may still end up outside the mainstream of society.

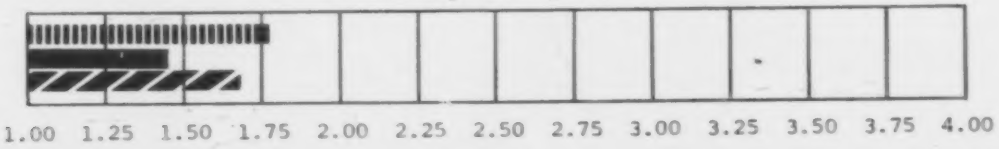
NORMAN, OKLAHOMA

COOPERATIVE OFFICE EDUCATION: DATA PROCESSING PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting Single Industry Area

Sample Size

13 Nonparticipating Students
22 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

NORMAN, OKLAHOMA

COOPERATIVE OFFICE EDUCATION: DATA PROCESSING PROGRAM

I. OVERVIEW

The Cooperative Office Education, Data Processing Program, at Norman High School was started 6 years ago by local school officials and the State Vocational Technical Department, when funds became available under the Vocational Education Act of 1963. The program was initiated with the philosophy that in order for man to fulfill his responsibilities in life (both for himself and society) he must receive two types of education: "One that teaches man how to earn a living and the other that teaches man how to live". The vocational business education, as offered in Norman, is an attempt to provide students with skills in business areas, thereby teaching them how to earn a living.

Norman High School is located near the business section of the city, so students are close to their jobs and businesses become easily accessible as resources. Norman is primarily a university community, heavily dependent on the University of Oklahoma, but with some light industry. It has a population close to 50,000 and is located about 25 miles south of Oklahoma City.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the program is to train students to work in the specific occupational area of data processing. The program takes the student's total capabilities into account by helping him to improve first in basic competencies such as reading, writing, spelling, grammar, and arithmetic. Students are then trained for specific skills in data processing, such as coding data, key punching, programming, computer operation, and solving simple business problems with data processing applications.

B. Use of Advisory Committee: The advisory committee, which met once last year, generally offers suggestions as to course curriculum. The committee consists of individual businessmen in the city.

C. Sources of Funding: The program is funded through the Vocational Education Act of 1963 and Amendments of 1968, local taxes and student fees. The Federal funds are distributed by the State. The total amount spent for 1972-73 is approximately $16,000, compared to $10,000 in 1970-71 and $14,000 in 1971-72. Both the State and local funds are used to pay for salaries and rental of equipment. Students' fees ($5 each) are used for data cards and paper.

III. ORGANIZATIONAL SUPERSTRUCTURE

The teacher/coordinator supervises the entire program and teaches all classes related to data processing. She is responsible to the high school principal. The teacher/coordinator and the teacher in the business school at the nearby University of Oklahoma exchange students in order to give trainees varied experiences working with different computers.

Other work education programs in the school include Distributive Education (40 students), Cooperative Office Education - General Clerical and Stenographic (50 students), and Child Care (20 students).

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The teacher/coordinator has total responsibility for the program. Her duties as program administrator and teacher include coordinating all program functions such as advertising, recruiting students, developing job slots, and reporting and evaluating student progress. She teaches the courses for data processing, counsels the students and is continually reviewing and modifying the program. She is also in the process of developing a curriculum guide for the IBM System 3 computer to be used statewide.

V. STUDENT COMPOSITION

There are 25 students enrolled in the Data Processing Program. Of this number, 2 percent represent minority ethnic or racial groups, and 65 percent are female. Generally the students accepted in the program maintain a C average or above.

Most students in the program are definitely planning to go to college after graduation.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The teacher/coordinator recruits students by giving talks in business classes to familiarize students with the Data Processing Program, screening students through pre-enrollment, giving assemblies, and writing articles concerning the program for the local newspaper.

B. Student Eligibility Requirements: The students are carefully screened for the program. To be eligible students must be seniors and have taken 1 year of typing and 1 year of bookkeeping or accounting. Lower ability students and students with attendance problems are not accepted in the program.

C. Job-related Curriculum: The school provides job-related instruction in a classroom adjacent to the computer in the school board administration building. The teacher/coordinator, who teaches the courses related to data processing, conducts her classes through lectures, lab experiments, and individualized instruction.

At the beginning of the school year, when the students are starting a course in data processing, one employer provides a teaching supplement to cover material not yet learned in school.

D. Counseling: The teacher/coordinator does most of the counseling. When she needs help from other sources, the school has five counselors who are available.

E. Placement: The program conducts job placement activities and maintains placement records for students who have completed the program. Last year, 50 percent of the students either stayed on their jobs as permanent employees or were placed in other positions. The remaining 50 percent attended college or were married.

F. Followup: The program conducts followup activities to evaluate the job success of former students. The followup study report, which is conducted 1 year after graduation, is developed by the State. All forms and cards for program evaluations are also supplied by the State.

VII. WORK ENVIRONMENT

A. Types of Jobs: Of the 25 students in the program, only seven have been placed in job slots related to data processing. Because of a lack of jobs in this area, 11 students were placed in areas unrelated to data processing: Distributive education, health occupations, and trade and industrial occupations. Seven students were placed in a 1-hour laboratory class which serves as a "work experience" in school. During the lab, students are given office-type problems related to data processing.

B. Training Procedures: The range of training procedures varied among employers. The different types of procedures included orientation sessions (usually 1-2 days), on-the-job training, and formalized training. Two employers required student trainees to go through a training program which ranged from 3 weeks to 3 months, and another employer had a pre-enrollment training program during the summer in order to train students before the fall semester began.

C. Employers: The employers interviewed included the local school board (purchasing and data processing department) and firms in accounting, tax services, and credit reporting. All of the employers were supportive of the program and would recommend it to other businesses in the city. Most employers commented that the students performed twice as fast and efficiently as regular employees and were also more enthusiastic about their jobs. The employers all agreed that they would expand the program if their businesses increased. The employers felt that their companies had benefited in that their work loads were reduced and their efficiency improved, and because students brought new ideas to their companies. Also, they were able to save on salaries since some students could be hired for as little as $1.20 per hour.

D. Salaries and Other Benefits: Students' salaries ranged from $1.20 to $2 per hour. A regular employee starting in the same positions and with the same entry level skills would be hired on a pay scale from $1.60 to $2 per hour.

Most of the employers award raises to students on merit, on the same basis as regular employees are evaluated for raises.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program is based on four factors: Quality of students accepted in the program, quality of on-the-job training facilities (the computer system which is used to process the files for the entire school system is available for student training); educational influence from an institution of higher education; and close supervision of students and work station supervisors.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The major problem cited for the Data Processing Program concerned job slot development. Some employers suggested that more of the businesses in the city could support the program by hiring students for general business training. There are limited businesses in which students can be placed in data processing in Norman. Many students, therefore, are employed in occupational areas unrelated to data processing. To solve the problem, students are assigned to a lab which replaces a regular job. The coordinator reported that students in the lab work on problems, do data processing jobs for the school, process questionnaires, etc.

There is some problem with students' work and class schedules. Employers are not happy with the modular scheduling of classes at the high school. Students also appear to be confused over the scheduling which causes work hours to fluctuate.

Two employers cited specific examples of problems in relation to the students in the program. The following two anecdotes are noteworthy:

- One employer reported that a student left her job without proper notification. Although the girl was having problems at home, he felt that his communication with the student had been poor. He did hire other students, however, and this time he made clear to the students their specific responsibilities and duties on the job.

- Another employer mentioned a student who was constantly absent from work and school. He said that he and the teacher/coordinator counseled the student and were able to keep her from dropping out of the program. The student completed high school and was encouraged to continue her education in business. This she did and graduated first in her class. She is now employed in a very good position in a bank.

Lastly, one employer felt that all the employers should critique the program more. This way, they would be more actively involved in the program and could offer suggestions for improvements.

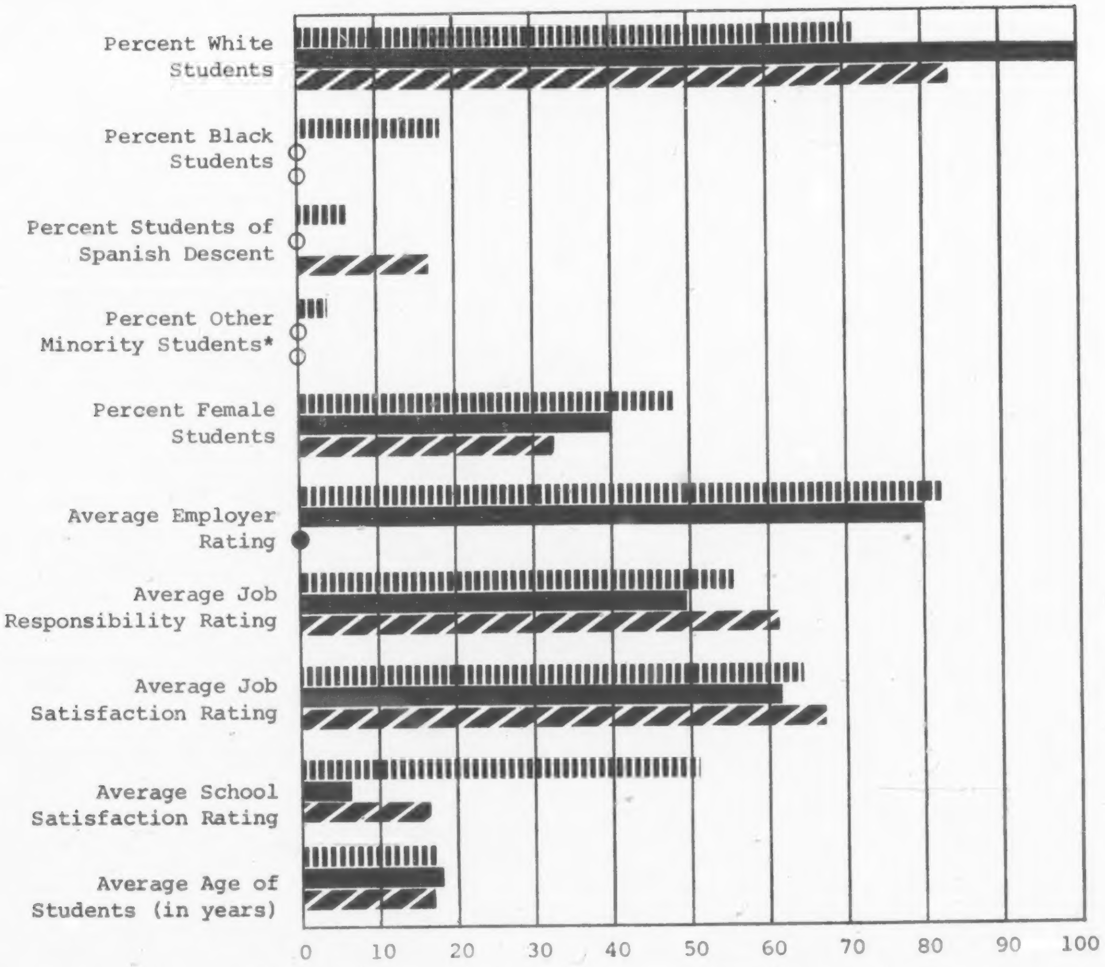
X. OBSERVER IMPRESSIONS

The employers in the program stated that the students, before beginning training on their jobs, were already fully competent in the areas of occupational knowledge, manipulative skills and personal, social, and work qualities. They rated the overall program as very satisfactory.

The program appears to be well run, turning out well trained students. It is regretable that there is a lack of appropriate data processing work stations in the area. Fortunately, actual hands on experience with a computer can be provided on equipment used by the school district.

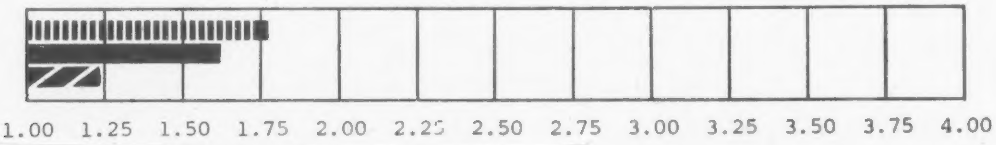
COOS BAY, OREGON

NEIGHBORHOOD YOUTH CORPS



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Dropout Prevention
Industrial Setting: Single Industry Area

Sample Size

6 Nonparticipating Students
15 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

COOS BAY, OREGON

NEIGHBORHOOD YOUTH CORPS

I. OVERVIEW

The Neighborhood Youth Corps (NYC) in Coos Bay is operated to provide work experience and income for disadvantaged students. The Coos Bay area is an economically poor community which has little available employment. Longtime residents of the community seldom leave, so job opportunities for youth are extremely limited. This is a serious obstacle to the NYC Program.

The NYC students were involved in a project designed to clean up the pollution in the bay. Along with other young people they determined the source of the waste by dropping a coloring chemical into main sewer lines and tracing its flow and line of direction. This led to finding the breaks in the sewer lines that caused the pouring of raw sewage into the bay. Their efforts have since led to major ecological improvements, and the town is now clamping down on other sources of bay pollution. Recent chemical tests have shown that the bay has 1/16 of the pollution it had before the project. This excellent project was originally developed by high school ecology club members and their teacher. After it was underway, NYC was asked to provide students to continue the work during the summer. The next year, NYC students continued to provide much of the manpower, though it remained a joint project of both the school and NYC, under the leadership of the high school teacher who originated the program.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective is to provide work experience and basic training that will increase student employability.

B. Use of Advisory Committee: There is no advisory committee for the NYC Program.

C. Sources of Funding: The program is funded by Neighborhood Youth Corps funds under Title I-B of the Federal Economic Opportunity Act.

III. ORGANIZATIONAL SUPERSTRUCTURE

The coordinator of this NYC Program reports directly to the area director of NYC programs. When dealing with the local schools, he reports to the principal and/or vice principal.

The Vocational Exploration in the Private Sector Program (VEPS) was implemented in 1972 on a 1-year experimental basis in a seven-county NYC administrative area, of which the Coos Bay area is a part. The idea was to expand NYC into the private sector, where from 70 to 90 percent of the available job slots exist in this comparatively unindustrialized area. NYC enrollees were recruited into VEPS in the fall of 1972.

The coordinator of NYC is also the counselor, job developer, and vocational specialist for the VEPS Program. The VEPS quota was 13 in-school and 7 out-of-school enrollees.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The role of the NYC coordinator is to expand the range of opportunities available to youth in the community, rather than just putting them into job slots for the summer or during the school year.

V. STUDENT COMPOSITION

Students in the program are economically disadvantaged junior and senior high school students and out-of-school youth. Forty-one students were enrolled in NYC at the time of the interviewer's visit. The students themselves reflected the basically lower-middle class environment in which they lived.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The students are usually referred by the local welfare office, juvenile court, probation officers, and schools that have problem students.

B. Student Eligibility Requirements: Students in the in-school program must be permanent residents of the U.S., members of low income families, attending school full-time, at least 16 years of age (except 20 percent of the enrollees who may be 14-16 years of age), and in need of paid work experience in order to continue school.

The NYC Out-of-School Program has many of the same requirements, except that students must be from 16 to 18 years of age, unemployed, and school dropouts.

C. Job-related Curriculum: The vocational education classes in the local high schools and 2 hours of paid training provided by VEPS are the only job-related instruction provided.

D. Counseling: Counseling in the program is handled on an informal basis by the NYC coordinator, with no set procedures or schedule.

E. Placement: When a position is located that the students can apply for, they are sent to employers for interviews.

F. Followup: There is no followup program for the NYC students.

VII. WORK ENVIRONMENT

A. Types of Jobs: The jobs in the program are usually entry level positions in janitorial services, office work, food management (bus boys, waiters, etc.) nursing, and retail sales. Most of the students in sales actually work as stock and inventory clerks. There were also students working in the library at the community college.

B. Training Procedures: In all of the work stations visited, informal OJT was the primary means of training.

C. Employers: The employers in the program included the city of Coos Bay, a hospital, the community college, and the local water board. The employers not participating in the program were all very outspoken on the "hippie" element that had invaded the area. They were not pleased with the young people and wanted no part of them in their businesses.

D. Salaries and Other Benefits: Students are paid $1.60 per hour by NYC. A few students are paid an additional amount by the employers.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The only success to report concerning NYC in Coos-Bay was the Sewer Project, described earlier.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

One suggestion for the program relates to the role of the coordinator. The coordinator could include more time to locate meaningful work stations, develop rapport with the business community (perhaps by establishing an advisory committee), and provide guidance and counseling for the students.

X. OBSERVER IMPRESSIONS

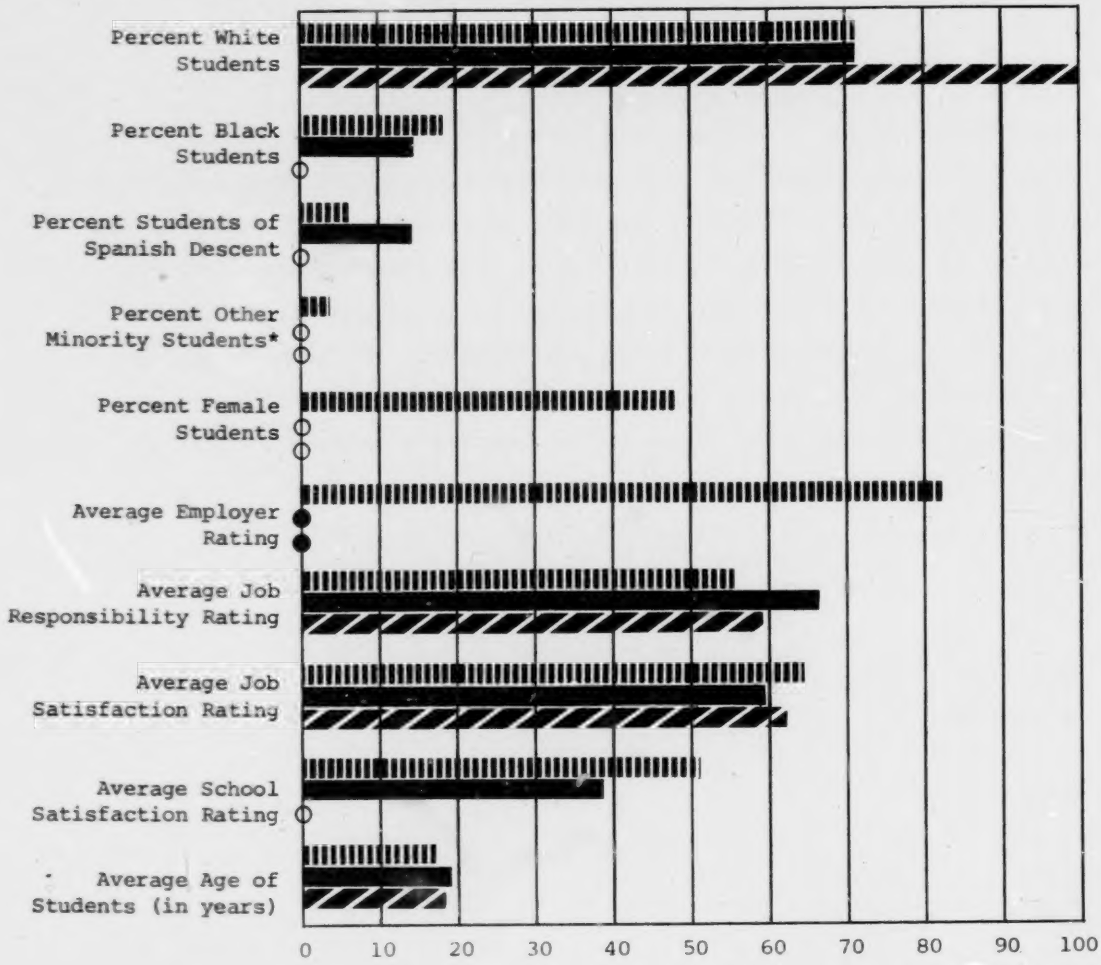
The Sewer Project, as opposed to the general NYC Program, is very innovative, and was designed by a Marshfield High School teacher, with operational help from the former NYC coordinator. The Sewer Project has led to major ecological improvements in this area. The town is now clamping down on other sources of bay pollution.

The success of the Sewer Project appears to strem from the efforts and philosophy of the high school teacher. While he is interested in the problems of the larger society, he is less concerned with developing strategies for systemwide reform, and more oriented to the needs of the individual students. As he said, when asked about the reason for the success of the Sewer Project, "The most important thing is that any program is run by someone who thinks kids are neat".

The overall NYC Program in Coos Bay did not impress the interviewers. The coordinator's theories about the sociological/psychological hang-ups of society and today's youth seemed to preclude dealing with the needs of the NYC students. A case in point is noteworthy. One student, who was almost totally blind wanted, as his life's ambition, to be trained in the audio visual area of the school, making sound productions. The school told the student that he was not capable of this kind of work. The student however, had been placed for over 1 1/2 years in the teacher's cafeteria cleaning tables. The coordinator, aware of this situation, did nothing to help the student.

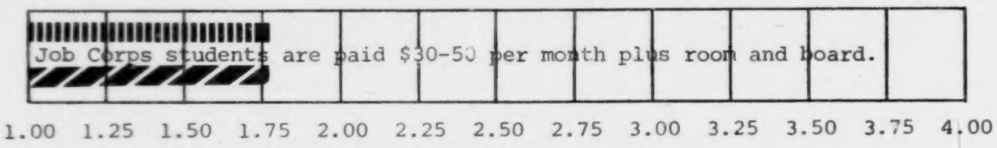
YACHATS, OREGON

ANGELL CIVILIAN CONSERVATION CENTER JOB CORPS: UNION CARPENTRY SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Secondary	9 Nonparticipating Students
Primary Purpose:	Specific Occupational Training	14 Participating Students
Industrial Setting:	Single Industry Area	

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

ANGELL CIVILIAN CONSERVATION CENTER JOB CORPS: UNION CARPENTRY SEGMENT

I. OVERVIEW

Located in a picturesque setting along the coast of Oregon, the Angell Civilian Conservation Center (CCC) Job Corps operates under the direction of the U.S. Department of Labor and the U.S. Forest Service. The students in the Union Carpentry Segment under study are well trained, and job placement presents no problems, especially since the national union (the United Brotherhood of Carpenters and Joiners of America) aids in this regard. The program receives active support and all requested equipment from the union. Projects which are delegated to corpsmen are quite diversified and give them an opportunity to learn various aspects of the building trade.

Corpsmen are primarily high school dropouts who complete their academic education at the center, as well as acquire vocational skills. All corpsmen are required to take a series of tests upon entering the center, including a screening test to determine their entering educational level. After the first 30 days the Stanford Achievement Test is given, then again in 4 months. The average stay of a corpsmen at a Job Corps center is 6 months. The population of the center has changed considerably in the last few years in terms of racial/ethnic background. Now that the focus is on students from Oregon, there are approximately 80 percent White, 10 percent Black, and 10 percent Chicano students. When recruitment was nationwide, the student composition was about 80 percent Black and 20 percent Chicano. Generally, 1 to 2 percent go to college (four students last year).

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the Job Corps Program is to train students in specific occupational areas. Each area of the center, however, has its own objectives. Generally they are to improve communications and to improve all training areas with higher standards for each trade and better fulfillment of corpsmen needs. The vocational programs are also striving for better placement in the future.

B. Use of Advisory Committee: The advisory committee is made up of businessmen, county officials, and school superintendents. Meetings are held the second Monday of each month to discuss problems corpsmen have in the neighboring communities, and to formulate and implement plans for the center.

C. Sources of Funding: Funding for the operation of the center comes from the Department of Labor, under Title I of the Economic Opportunity Act of 1964, as amended.

III. ORGANIZATIONAL SUPERSTRUCTURE

The center is directed by the chief administrator (or center director). The program administrator (or assistant center director) supervises the vocational and education specialists and the instructional staff. The entire center staff works together closely in all aspects of the program's operations.

Besides the Union Carpentry Program which this study examined, there are also courses in welding, automotive service repair, food management, heavy equipment operation, painting, and janitorial services.

As part of Job Corps, Angell operates under the direction of the Department of Labor. However, since it is a Civilian Conservation Center, it is also under the authority of the U.S. Forest Service. As in any such situation, where there are multiple and sometimes ambiguous lines of authority, conflicts occur in the setting of operational priorities. Some of this conflict can be seen in one staff member's response to a question about the kinds of support the Forest Service has given to the program--"Well, they let us into their forest...".

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The vocational and education specialist coordinates the vocational training program for the entire center. The Union Carpentry Program coordinator supervises and counsels the corpsmen and instructors in this program.

V. STUDENT COMPOSITION

The corpsmen range in age from 16 to 22, and are all male. They are referred to the center from human resources development offices throughout Oregon. Nonminorities make up 80 percent of the center's population, 10 percent are Black, and 10 percent are Chicano. The corpsmen appeared well adjusted and relatively content with life at the center. Most are high school dropouts who come from lower-class backgrounds and have experienced most of the problems associated with being disadvantaged.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Corpsmen are recruited by a Job Corps screener from State employment agencies, jails, and welfare agencies.

B. Student Eligibility Requirements: Students must be between 16 and 22 years of age, have no extremely serious physical defects, records of violent crimes, or histories of homosexuality.

C. Job-related Curriculum: Formal classes, supervised shop, and other practical experiences are provided in each of the vocational areas offered at the center.

D. Counseling: Counseling is provided by several full-time center counselors, and is available at almost any time including evenings, weekends, and holidays. Vocational coordinators also provide counseling.

E. Placement: Ninety-five percent of the graduates from the Union Carpentry Program are placed in union shops around the country and Canada; for the rest of the center, the placement rate is 73 percent.

F. Followup: The union carpentry coordinator keeps track of graduates. He attaches a picture of each graduate to a map to indicate the area of the student's location. Since the union has usually provided jobs for students completing the program, information on former graduates is almost always available. For the center as a whole, no formal followup procedures are followed.

VII. WORK ENVIRONMENT

A. Types of Jobs: The types of carpentry jobs on which the corpsmen work are actual construction projects for the forest service, and consequently corpsmen learn most aspects of the building trades. Recent projects included construction of a two-story house, two warehouses for the rangers' use, and a three-bedroom home which was sold to a staff member.

B. Training Procedures: Corpsmen are given actual on-the-job experiences in whatever field they choose.

C. Employers: There were no outside employers in the program at the time of the visit.

D. Salaries and Other Benefits: Starting salary for corpsmen is $30 per month. After 30-45 days, they receive a $5 per month raise. Sixty days later, another $5 raise is given. Leadership and merit $5 raises are also given to those who qualify. There is a yearly clothing allotment that ranges from $40 to $80.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the Union Carpentry Program is evident by the large number of placements reported to date and by the enthusiasm of the coordinator. The projects were expertly constructed, and the pride of the corpsmen in their work was paramount in every reported discussion. The training received by the corpsmen is regarded as an apprenticeship program by the union and allows for problem-free entry into the locals. According to the center's officials, Yachats was rated tops in the nation among Job Corps centers in educational gains and at the same time had the lowest training cost per student.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The Union Carpentry Program is faring well. The center, however, is in need of a full-time placement officer who would be responsible for improving the placement rate (currently 73 percent) to the level of the Union Carpentry Program (currently 95 percent).

The center director indicated that there were very few problems in dealing with the corpsmen; in fact, he said that corpsmen are "beautiful." However, he had been experiencing difficulties with staff personnel.

Other problems noted were the following: the Department of Labor's regulations regarding record-keeping; the need for improving methods of classroom instruction; and the need for improving training materials.

X. OBSERVER IMPRESSIONS

The Angell CCC Job Corps generally gave every impression of being a very effective, well-operated center.

The Union Carpentry Program in particular was outstanding with regard to the coordinator, instructors and the corpsmen themselves. The corpsmen are not only taught basic and advanced skills, but also attend world-of-work classes where they learn all aspects of work-related activity. However, although placement is excellent, the union still will not violate its general principle of keeping the number of new apprenticeships limited in order to keep wages high. Thus, the number of students in the program is kept limited to well below what student demand and facilities would allow.

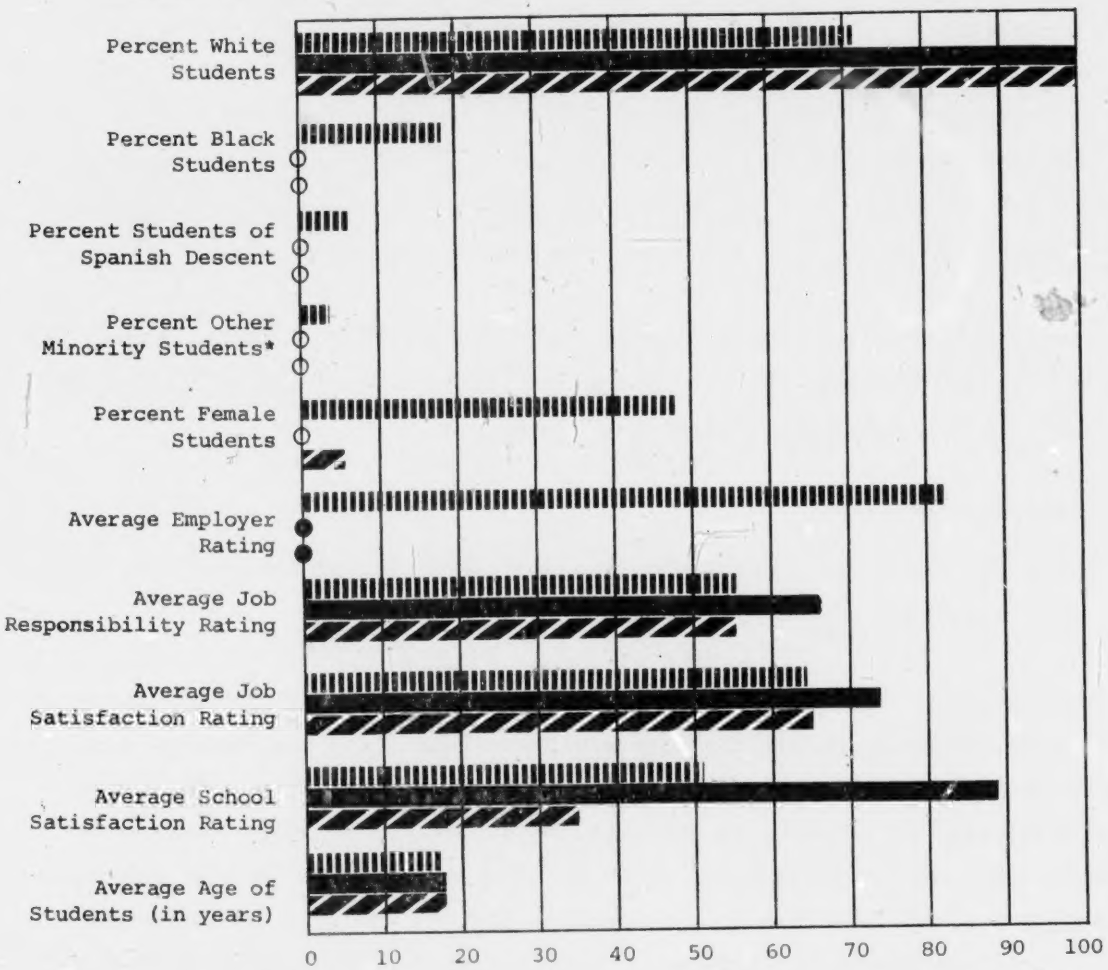
Provisions are made for teachers in the local communities to teach at the center during the summer session, to gain first-hand knowledge of the operation of the center.

The staff meets every 2 weeks to evaluate problems and programs. Other Job Corps centers are constantly in contact for purposes of sharing experiences and finding better methods of improving programs.

The general impression given is one of continuing search for ways to improve every aspect of the program.

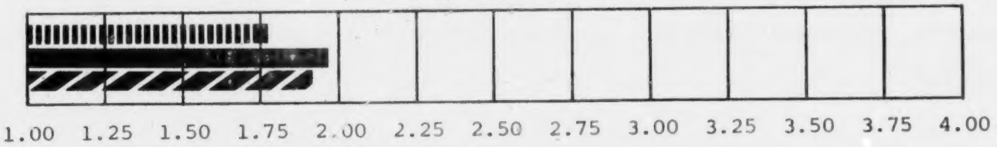
LEBANON, PENNSYLVANIA

COOPERATIVE WORK EXPERIENCE PROGRAM: MATERIALS HANDLING SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level:	Secondary
Primary Purpose:	Specific Occupational Training
Industrial Setting:	Major Industrial Center

Sample Size

18 Nonparticipating Students
9 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

LEBANON, PENNSYLVANIA III-299

COOPERATIVE WORK EXPERIENCE PROGRAM: MATERIALS HANDLING SEGMENT

I. OVERVIEW

The Cooperative Work Experience Program at the Lebanon County Vocational Technical School was started during the 1971-72 school year after a need for the program was detected by the school and after a number of employers expressed a desire for vocational technical students to work for them.

The vocational technical school is a county school which serves all of the high schools by providing training in a variety of skills and trades. The school is located on 50 acres of land and is extremely well supplied with materials and machines in a number of areas.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary purpose of the program is to train students to work in specific occupational areas.

B. Use of Advisory Committee: Representatives of the chamber of commerce, an employment security agency, the county guidance association, and a personnel association are all members of this program's advisory committee. The committee meets twice a year to make suggestions as to employers for job slots and to generally discuss the overall program.

C. Sources of Funding: The sources of funding for this program are the Federal Government, 1968 Amendments to the Vocational Education Act, Part B (80 percent); the State government (10 percent); and local taxes (10 percent). The program is not a line item in the school's budget. However, the figures of $15,900 for 1971-72 and $16,357 for 1972-73 were supplied.

III. ORGANIZATIONAL SUPERSTRUCTURE

There are several vocational programs being run by the school, with three separate coordinators. All three coordinators report directly to the school principal. One coordinator is the general cooperative coordinator of the program.

Another coordinator is solely responsible for the physically handicapped and socially disadvantaged students' vocational training. The third coordinator is responsible for the students who are placed on jobs for which there is no training in the school, i.e., if a student wants to be a jeweler or shoemaker, he is placed with a jeweler or shoemaker to learn the skill.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator of the Cooperative Work Experience Program in Lebanon is responsible for placement and supervision of students in jobs related to their training.

V. STUDENT COMPOSITION

Approximately 5 percent of the students in the program represent minorities, 16 percent are female, and 5 percent are physically handicapped. None of the students in the program are under 16 years of age. There were 11 students in the Materials Handling Segment of the program, in which the interviews were conducted.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: As a means of recruiting, all 9th grade students in the county are bused into the vocational technical center once a year for a look at the vocational technical program. A parents' night is also held.

B. Student Eligibility Requirements: In order to be eligible for the program, students must be 16 years old and seniors in high school; have completed 1 year of instruction in a course related to their job; have their parents' and home principal's consent; and have transportation to their training station. The socially disadvantaged, and physically handicapped students are accepted along with other students providing they meet the above requirements.

C. Job-related Curriculum: Students receive job-related instruction in school.

D. Counseling: The students receive high quality counseling. A counselor is available at the vocational technical center, in addition to the regular high school counselors available at the students' home schools.

E. Placement: Active job placement activities are carried out through the use of a job bank, the yellow pages of the local telephone directory, and the chamber of commerce. At the end of the school year, the coordinator asks each employer if he intends to hire the student full time. Placement records show that 77 percent of the students were placed in positions related to their jobs last year.

F. Followup: Followup is done by a placement specialist and by VEMUS. VEMUS, in its 3rd year now, is a State program that can be used by all schools for a small fee. All graduating vocational students fill out a questionnaire on what they are doing, and their respective schools receive feedback.

VII. WORK ENVIRONMENT

A. Types of Jobs: Jobs in this segment of the program all involved materials handling. Specifically, four students are shipping clerks, three are stock clerks, two are receiving clerks, one is in inventory control, and one is a salesman.

B. Training Procedures: Most students are trained for their jobs in school. On-the-job training is not done often in this field because students are trained at the school shop.

C. Employers: The employers interviewed were in the auto parts and building supply business. The work environment of the employers is good, and employers believe they give students a chance to show what they can do. Employers also believe they are getting a look at well trained students who will probably become full-time employees in the future.

D. Salaries and Other Benefits: Students' starting salaries range from $1.60 per hour to $2.15 per hour. In the case where the employer pays $1.60 per hour, the student is one of three employees, and the other two are store managers. In the case where the employer pays $2.15 per hour, the student is receiving the same pay as regular employees.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

This program is similar to those run in other parts of the county and is not unique in the eyes of its coordinator.

The following make this program successful: Good cooperation of employers; good cooperation with home school; flexibility in scheduling work time; good vocational technical administration staff and teaching staff; and excellent warehousing shop facilities for job-related training in the Materials Handling Segment of the program.

There is a special program coordinator for the handicapped and disadvantaged at the vocational technical center. This is a separate program, but some students come from it into the Cooperative Work Experience Program.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

There is some difference of opinion between the employers' and the program's estimate of the ability of the students. One employer indicated that two students were sent to him who were of below average capability and he refused to accept them. In contrast, another employer felt he could take more students of questionable ability and felt the program should let him be the judge of their appropriateness. This employer could and would like to give them a chance.

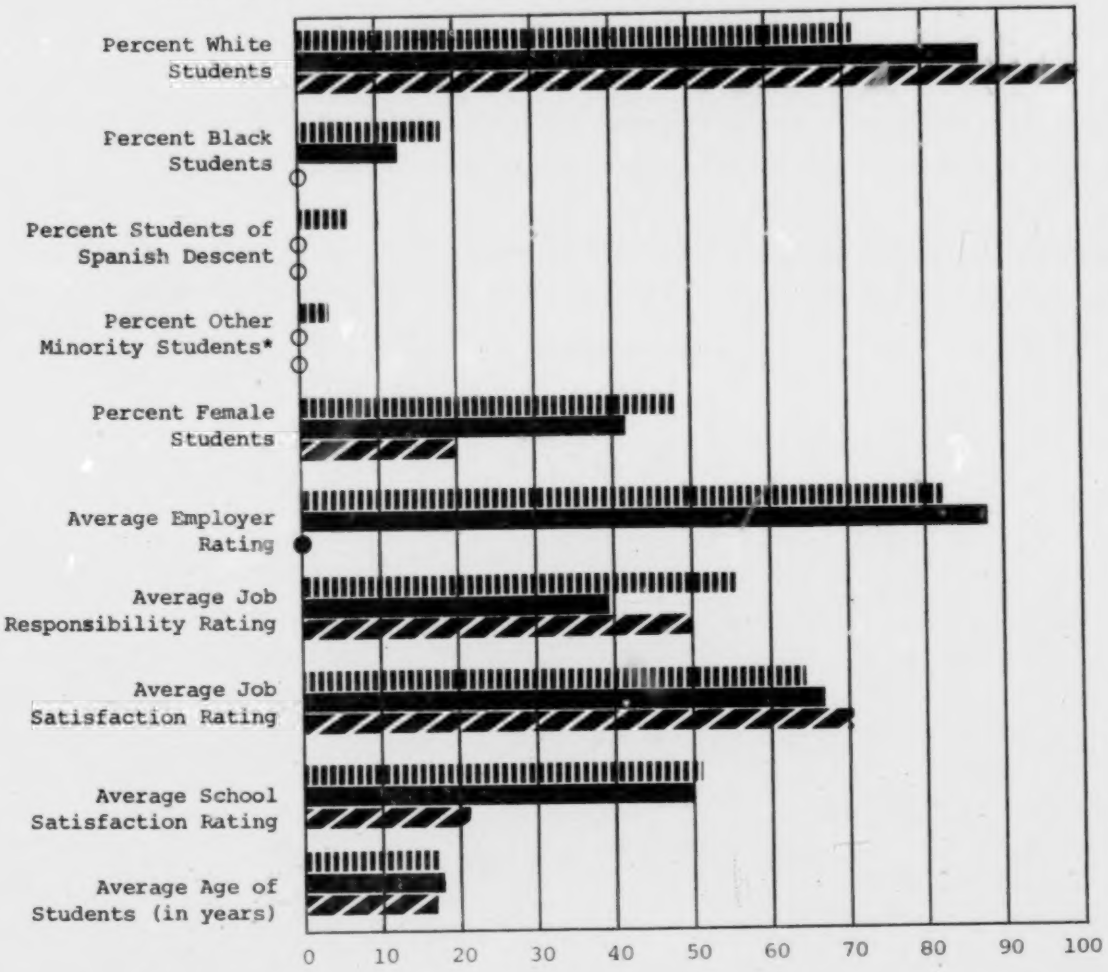
X. OBSERVER IMPRESSIONS

In summary, this vocational technical center is affluent because the community appreciates the need for vocational technical training, not because the area is particularly wealthy. The center emphasizes an approach to education which encourages training in job skills, and it is apparently going to expand.

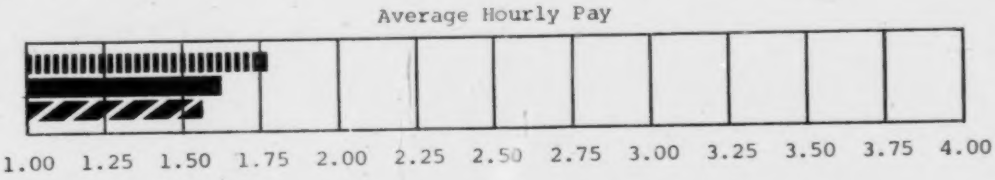
The program appears to be doing very well in what it is trying to do. Clearly, a skill is being offered, and work opportunities for the future are being facilitated.

CLINTON, TENNESSEE

ANDERSON COUNTY NEIGHBORHOOD YOUTH CORPS PROGRAM (NYC)



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Dropout Prevention
Industrial Setting: Farming Region

Sample Size

15 Nonparticipating Students
24 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

CLINTON, TENNESSEE

ANDERSON COUNTY NEIGHBORHOOD YOUTH CORPS PROGRAM (NYC)

I. OVERVIEW

The Anderson County Neighborhood Youth Corps Program in Clinton, Tennessee, was started in 1955 by local school administrators. Once the program had been established, the present coordinator was hired by the county school system to take full responsibility for the organization, planning, and operation of the program. The administrative office is located in the Anderson County Court House, one block from the Clinton Junior High School in the center of town and about 1 mile from the Clinton High School.

Clinton is a rural community, 6 miles from the Oak Ridge Atomic Energy Commission facility and 15 miles from the Norris Dam (Tennessee Valley Authority). Except for the proximity of these installations, it is a subsistence farming area.

The library of the present junior high school is all that remained of what was formerly Clinton High School, which was bombed in 1958 during integration protests. Prior to 1958, since not enough Black students lived in the community to maintain a separate high school, the Black students were bussed into Knoxville. When the Supreme Court ruled against segregation, these students were integrated into the local high school. At that time, according to residents, the community was stirred up by outsiders who were trying to resist desegregation. The bombing occurred during this period of friction. A Clinton resident who was a high school student at that time felt that integration was resisted by the adults because it represented the breaking down of the old system, whereas the students had little concern about it. It was her feeling that integration is not a problem now.

The high school is now housed in a new modern building near the edge of town.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the program is to prevent students from dropping out of school and to provide them with some financial assistance. Students are placed in jobs, to motivate them to remain in school. The program also tries to promote character development and teach responsibilities related to the world of work.

B. Use of Advisory Committee: There is no advisory committee for this program; however, the coordinator works closely with the schools and attends the weekly principals' meetings.

C. Sources of Funding: The program is funded by the Federal Government through the Neighborhood Youth Corps. The funded amount for 1972-73 is $66,960, but this figure represents the amount for the entire county. The program is currently funded on a monthly basis, and this creates apprehension and uncertainty.

III. ORGANIZATIONAL SUPERSTRUCTURE

The program personnel include a director and a counselor/coordinator. The director is hired by the county schools and administers and operates the NYC In-School Program (which is being studied), the NYC Out-of-School Program, and the NYC Summer Program. The purpose of the NYC Out-of-School Program is to provide students who have dropped out of school with jobs for training in a specific occupational area. The NYC Summer Program provides students with work during the summer months. The director works closely with the Oak Ridge facility for the summer program.

The director works with NYC students at other places besides Clinton High School. He administers segments of the program throughout Anderson County, including high schools in Lake City (approximately 38-40 students) and Norris (approximately 14 students). The director plans for an enrollment of 90 students from Clinton, Norris, and Lake City combined. The NYC Program in Clinton represents only one-third of the total NYC program for the county.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The director was responsible for developing the initial program plan and is now responsible for all the program operations. He directs all NYC programs in Anderson County. The counselor/coordinator is responsible for on-the-job counseling, daily coordination of the program, and job placement of students after graduation. The director's wife is the attendance teacher for the high school and works closely with the total program.

V. STUDENT COMPOSITION

There are 41 students enrolled in the program in Clinton. Of this number, 15 percent represent minority ethnic or racial groups and 40 percent are female.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students are referred to the program by the school guidance counselor and the attendance teacher. They also learn of it by word-of-mouth.

B. Student Eligibility Requirements: Eligibility requirements prescribe that enrollees be from low income families and that they be potential dropouts (e.g., show evidence of discipline problems, poor attendance records and lack of motivation for school or failure in classes). The program will also accept physically handicapped students from low income families and students under 16.

C. Job-related Curriculum: There is no job-related curriculum for the program.

D. Counseling: Students are counseled by the director, the counselor/coordinator, and the school guidance counselor.

E. Placement: The program conducts job placement activities and keeps informal files of placement information. Last year 45 percent of the graduating students were placed in jobs, continued in training programs, or attended vocational schools. The director concentrates more on placing students in training programs than on finding them jobs right after graduation.

F. Followup: The program conducts a followup on students who are placed by the program but not on students who get jobs on their own.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are assigned to jobs as custodial aides (23), clerical aides (4), library aides (4), teacher aides (4), physical education aides (4), and cafeteria aides (2).

B. Training Procedures: On the 1st day on the job, students are given a general orientation to the organization and are instructed on their responsibilities and duties as student trainees. Two employers have a well organized training program. Trainees are assigned to "working teams," in which an experienced student works closely with the new trainees.

C. Employers: The employers interviewed were from the junior and senior high schools. They all said they would recommend the program to other employers, mainly because it provides opportunities for students to learn responsibilities on the job. The employers are part of the school; their function in the program is to supervise students on the job. They have no responsibilities for hiring or dismissing students. Other employers, who were not interviewed but are participating in the program, include offices of the county government, other elementary and junior high schools and the central school office.

D. Salaries and Other Benefits: Students' salaries are paid through the NYC Federal funds. Student wages are $1.60 per hour.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program's success is attributed to director-student relationships (the director has established good rapport with the students in school); director-student-family relationships (the director maintains close contact with the students' families--before a student is dismissed from school or disciplined in any way, the parents are first contacted); and money (the program has sufficient funds for student wages).

The director estimates that 75-80 percent of the in-school enrollees graduate from high school.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

During the operation of the program, problems have arisen in the areas of transportation, quality of available jobs, counseling, training, reaction of regular employees, and school curriculum.

Since most students are bussed to school and have no other transportation, jobs for these students must be either on school premises or within walking distance. This requirement severely limits the number and kind of available jobs.

The quality of available jobs needs to be improved. There are few jobs in the non-profit area in Clinton that are both interesting to students and available during the students' free hours. Therefore, students are frequently placed in custodial aide positions in the school.

Employers have complained that students are tardy and uninterested in working, and that they occasionally require quite a bit of counseling. Some students come from families where there is very little discipline; consequently, the task of teaching disciplined work habits falls to the school. Often the employers prefer to refer students to the director for counseling rather than do the counseling themselves. The employers reported that in most cases students showed marked improvement after being counseled by the director. One employer felt that the school faculty should know more about the program and its aims and goals, so that teachers' hostile feelings toward these students would be lessened.

On-the-job training is another area of concern to the director. He stated that some students may not be receiving adequate on-the-job training, as some supervisors lack the education and know-how for training. For instance, he stated that one employer was willing and patient with the students but did not have an organized training procedure. (This employer commented that she emphasizes teaching students responsibility related to job performance. She counsels the students when there are problems, and calls on the director only as a last resort.)

One employer mentioned that the regular workers had become sloppy in their work habits since the trainees were hired.

The last area of problems is the school curriculum. The students served by the NYC Program seem to have serious problems in passing the school curriculum in order to graduate.

X. OBSERVER IMPRESSIONS

The NYC Program apparently seems to be experiencing some success with its students. Marked improvements have been made in discipline; and student absenteeism and tardiness have been reduced. Some students who had dropped out of the NYC Program and school were counseled by the director and convinced to re-enroll. Several of these students completed the program and graduated from high school.

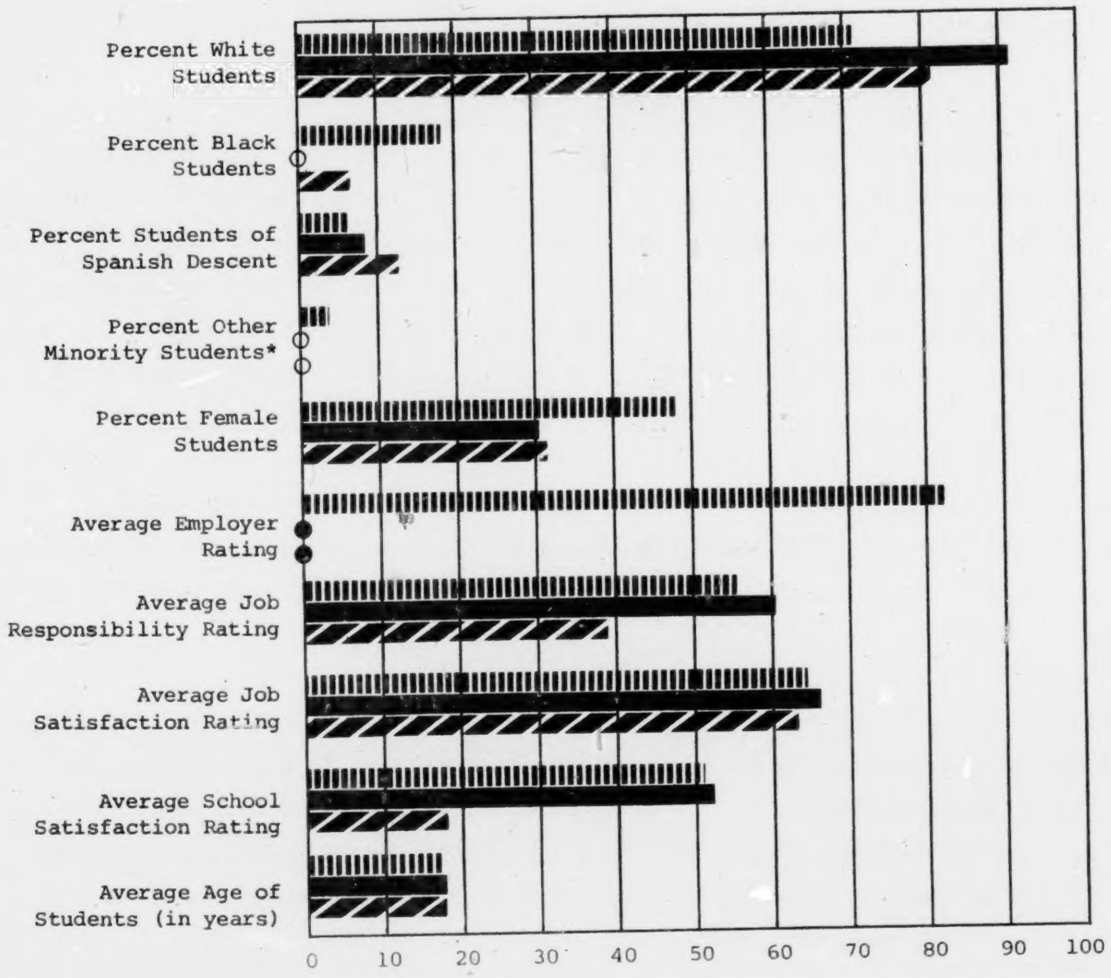
In accepting and placing students, the primary concerns are generally dropout prevention and the student's need for money; however, several other factors must be taken into account. These include the location of the job in connection with available transportation, the time the student is available for work, and the student's interest and motivation to work in the type of job available. Within these limitations, each student is placed in the highest-level job that his interests and abilities allow. For example, the director felt that one student was capable of performing at the 11th grade level even though past school records indicated the student's IQ score in the 60's. The girl was upgraded to a position of teacher aide and was succeeding very well.

The junior high school librarian, who was interviewed as a nonparticipating employer, commented that she would be willing to place students in the library but she feared some of them would not be mature enough to deal with students in a library setting.

The director has very definite ideas about career education, and feels that the school system does not progress as rapidly as it should in this direction. His main concern while students are in school is to place them in jobs, pay them salaries, and try to work toward improving their attitudes and discipline. His objective after they graduate is to place them in full-time positions or in other programs like manpower training.

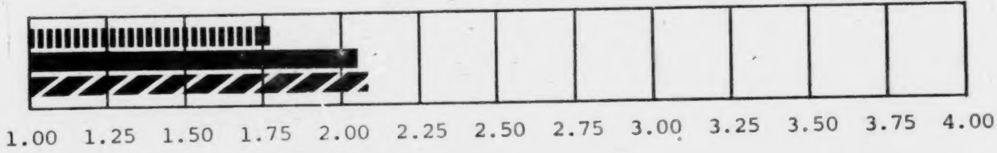
DALLAS, TEXAS

DISTRIBUTIVE EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Major Industrial Center

Sample Size

16 Nonparticipating Students
23 Participating Students

▮▮▮▮ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

DALLAS, TEXAS III-313

DISTRIBUTIVE EDUCATION PROGRAM

I. OVERVIEW

The Distributive Education Program at Skyline High School in Dallas, Texas, has been in operation for 2 years. The program was initiated and approved by the area director of distributive education.

Skyline Center, which cost in excess of $21.5 million (financed by a local school bond issue), is a unique and innovative educational institution. The multi-purpose facility is divided into three major educational components. The first is the Skyline High School, which offers a basic high school curriculum. Second is the Career Development Center, a part-time school to which students are bussed from their regular high schools for 3-hour cluster classes each day. These cluster classes represent "families of careers" which a student selects to study according to his vocational interests. The Center for Community Services, which is the third component of the school, is the adult education program and includes day and evening classes. The student body of Skyline Center is composed of four types of students: Those who live within the Skyline High School attendance zones; those who transfer to Skyline High School as full-time students in order to take advantage of career development courses; those who attend the Career Development Center on a part-time basis and remain enrolled at their local school; and adults or other part-time students who enroll in the Community Service Program.

The campus covers 80 acres and is in a rather remote location, about 10 miles east of the downtown business area. The school facilities include a color television studio which has a network of 250 viewing stations within the school, a $1 million computer center, a 30,000 square foot airplane hangar, an extensive media center, and a 1,600 square foot greenhouse.

The Distributive Education Program under study is part of the regular Skyline High School program. The students are in school 3 hours and work 6 hours a day.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary objective of the Distributive Education Program is to train students for work in the field of distributive education. To meet this objective, students are given guidance and assistance in selecting vocations and are provided jobs for training in their fields. The program has established as student goals the development of occupational knowledge and skills in a selected vocational area, and the development of positive attitudes towards a career.

B. Use of Advisory Committee: The advisory committee consists of a director of public relations, a local bank president, an insurance agency representative, a dress designer, a lawyer, and several businessmen. The committee meets formally once a year and informally about once every 2 months. The committee offers suggestions on program planning and serves as a very important source for recommendations of training stations in the community.

C. Sources of Funding: The program is funded through the State government and local taxes. The funded amount for the Distributive Education Program for 1972-73 is $1,200. Of this amount, 33 percent is from the State and 67 percent is.from local taxes.

III. ORGANIZATIONAL SUPERSTRUCTURE

The coordinator is responsible for all program functions. He reports to the deputy superintendent for career education.

The students in the program are very active in the local Distributive Education Club of America (DECA). Distributive education clubs from several schools in the area meet for competitive events such as advertising, displays and creative marketing. During the year, the club carries out approximately 14 different projects.

The other work education programs at Skyline include Vocational Office Education (20 students), Industrial Cooperative Training (22 students), and

Coordinated Vocational Academic Education (CVAE) (32 students). See Section XI-A for a brief description of the CVAE Program.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The Distributive Education Program coordinator is responsible for implementing the program objectives, placing students on jobs, and teaching related fields for the program. Before beginning his vocational experience as a teacher 2 years ago, the coordinator worked as a supervisor for J.C. Penney and Company. This is in keeping with the policy at Skyline to hire vocationally qualified and experienced personnel who are not necessarily accredited in education.

V. STUDENT COMPOSITION

There are 23 students in the Distributive Education Program. Of this number, 10 percent represent minority ethnic or racial groups and 33 percent are female. Because of the strict entry requirements, the students are academically successful and interested in continuing their education after high school. There are no handicapped students or students under the age of 16.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students recruit applicants for the program by word-of-mouth and announcements are made over the school's public address system. Interested students make formal application. The coordinator conducts a preliminary screening of applications and makes the final selection of students based on his criteria for eligibility.

B. Student Eligibility Requirements: The student eligibility requirements are an interest in the field of distributive education, at least a C average, an 85 percent or better attendance record, and a positive attitude, associated with good conduct and an acceptable personal appearance. Although it is not a written requirement, students must have transportation to their jobs, since Skyline is located quite a distance from the business district of the city.

C. Job-related Curriculum: The program provides job-related instruction in school through its DECA store. Students are assigned specific hours to operate the store and learn basic store functions. The coordinator emphasizes careful selection of merchandise and supplies.

D. Counseling: The coordinator is mainly responsible for counseling the students in the program. Six regular school counselors are available if needed.

E. Placement: The coordinator does not conduct formal job placement activities, but he volunteers any information that becomes available. He does maintain placement records for the program. He stated that 40-50 percent of the students go on to college. Of the others, 90 percent found jobs in their occupational area last year.

F. Followup: The program conducts a 5-year followup to evaluate the job success of former students. The coordinator sends a followup questionnaire to former students and also makes phone calls for informal followup.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are assigned to the following types of jobs: sales (8), retail level food marketing (6), credit (4), display (2), receiving, marking, and checking (2), and wholesaling (1).

B. Training Procedures: The employers interviewed all had an organized training program for the students. The different training methods included general orientation to company procedures and organization, policy manual orientation, and formalized orientation including films and short courses.

C. Employers: The employers interviewed were a business credit reporting agency, a department store, and two grocery stores. All employers stated that they planned to continue in the program and would recommend it to other employers. They felt that this type of program was beneficial to them and to the community in that it trains students for work in a specific job area and allows them to explore the real world of work before having to assume the responsibility of a selected career; it benefits the companies by improving public relations; and it helps the community by providing jobs and employment.

D. Salaries and Other Benefits: Starting student salaries ranged from $1.60 to $3 per hour, and could go to $4 as top salary. Regular employees were paid the same salaries. Most employers provided the regular company benefits for students. In one case this included holidays, vacation, insurance, etc. Students were also evaluated in the same way as regular employees. Reports were kept on students' sales production and merit ratings given every 6 months determined raises. One employer guaranteed future full-time employment for students who worked out satisfactorily.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program can be attributed to several factors. One is the quality of students. Only "successful" students are accepted into the program. The coordinator stated that 85 percent of the student eligibility requirements are based on the student's attitude, attendance and discipline record, and grades. Parent involvement is an important feature of the program. The parents actively support and promote the program. Another factor contributing to program success is employer participation and promotion of the program. Employers have promoted the program through television, radio, and public appearances. One employer reserves four job slots for the program. He uses the program almost exclusively as his source of new personnal, hiring the best of the student trainees as permanent employees.

The most unusual feature in the program is a campus "student store" in which distributive education students own shares. Students operate the store and have voted not to be paid wages so that they can accumulate money for their DECA activities. The store grosses from $25 to $100 a day, depending on the time of year. During the Christmas season, students had a sale of Christmas wrapping paper and the proceeds topped $1,000. Since this was a competitive sale among these students, the top four winners received money prizes. The coordinator publicizes the DECA and store activities. As a result, the program gives status to students who previously had never participated in any school activities. The coordinator stresses the importance of obtaining merchandise on consignment, limiting the selection of merchandise, and limiting purchases to one supplier.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The problems cited for the program include the coordinator's need for an office. He now uses the classroom for work space, as an office, and for club meetings. More employers are needed in the program so that the students can get a wider variety of work experiences, (e.g., in advertising) and a manager is needed for the student store. The student store requires close supervision by the coordinator. He cited an example of one student who sold clarinet and saxaphone reeds for 20¢ a box instead of 20¢ each, resulting in a loss of about $100.

There were indications that improved communications with present and potential employers would enhance their support of the program. One indicated that he would like to participate in the classes at school in order to be aware of the type of instruction received by the students.

X. OBSERVER IMPRESSIONS

The program appears to be running smoothly, considering the short length of time it has been in operation. It is fulfilling its objectives as a distributive education program for the better students. The less qualified students are referred to the Coordinated Vocational Academic Education Program (CVAE). These students are potential dropouts and have poor attendance records and generally negative attitudes towards school. The coordinator was asked what happens to DE students who begin to show evidence of the problems mentioned above. His comment was that he "may counsel" the students, but that he would probably refer them to the other program.

Employers in the program were most impressive, and especially their programs for student training. Salaries and company benefits were also unusual. Students were hired as regular employees, even though in some cases they worked only 20-22 hours a week. Some received full company benefits including vacation, sick leave, insurance, etc.

One participating employer stated that he preferred to hire students from the DE Program because they were more knowledgeable than the usual part-time employee. Also, he stated that they can put in longer hours (6 hours per day) and could therefore be hired in place of a full-time employee. He also felt that the students were genuinely interested in his business and were candidates for the company's management training program.

One employer interviewed is currently participating in the Career Development Center horticulture program, but has refused to participate in the Distributive Education Program. When asked his reasons, he said that he once had a bad experience with a good student--after carefully training her in floristry/nursery work with the intention of hiring her after graduation, he discovered she had taken the job just to make money for college, and she went on to become a calculus teacher. He said that he would not want to hire DE students unless assured that their interest in floristry/nursery training was genuine. However, at least a portion of his reservations about DE seemed to be due to a failure in communication with the DE coordinator since the coordinator reported that he did indeed have one student who was very much interested in floristry/nursery training, and that he didn't think this employer wanted to hire DE students under any conditions.

XI. OTHER PROGRAMS AT SKYLINE CENTER

The Career Development Center at Skyline is overwhelming. The DE Program which was the object of study is not part of the Career Development Center, so it was difficult to isolate. Since the Career Development Center did not fit the selection criteria of programs for our study, it was not examined in detail. The Coordinated Vocational Academic Education (CVAE) program mentioned earlier, however, was subjected to closer examination for comparison with the Distributive Education Program. A brief description of both the CVAE program and the Career Development Center is presented below.

A. Coordinated Vocational Academic Education (CVAE) Program: This program, which includes 30 students, generally accepts students who have special learning needs. These students may have failed in class or have problems related to school attendance or discipline. The program tries to provide these students with special courses while at the same time placing them on jobs for vocational training. If a student drops out of school, he can continue the program in an open school located near Skyline.

The coordinator for CVAE provides job-related instruction, which consists of counseling in general skills related to most jobs such as filling out job applications and making students aware of employee responsibilities such as punctuality and cooperation. Specific job skills are not taught.

The coordinator's responsibilities include counseling all students, teaching all CVAE classes in math, English, etc., and conducting the followup activities for the program. A followup is provided for the first 5 years after students graduate.

A CVAE coordinator is required by the State to take two summer courses. One is related to teaching methods for CVAE and the other is a general introduction to teaching special students.

The CVAE coordinator felt that students' absenteeism and tardiness had definitely improved since they had been in the program. He pointed out, however, that student motivation was most difficult. Many students are third generation welfare recipients who have commented, "Why should I work if I can get welfare?" The coordinator feels the program has moderately motivated students.

The problems cited by the CVAE coordinator are that students are not motivated to obtain an education and have limited ambition to learn. It was felt that many employers are only interested in hiring students for added help to their companies.

The coordinator felt that his program was really reaching students who needed help, especially "personal counseling." He felt that more funds should be given to the CVAE Program. Students in CVAE were asked if they wanted to attend the cluster classes (see below) and their comments were that students in the clusters have problems meeting State requirements for graduation and that the constant changing and scheduling of clusters confuses them.

B. Career Development Center: The curriculum of the Career Development Center (CDC) is separate from that of the regular high school and is composed of "career clusters." Students selected for the CDC spend 3 hours a day studying in a "family cluster" of different courses centered around their vocational choice. Students who want to attend the CDC must make formal application for admission. Application requirements include a statement of the applicant's reasons for interest in the CDC, results from tests scores and grades, attendance records, and school discipline records. Some areas of study in CDC are advanced English, journalism, advanced mathematics, interior design, television arts, visual arts, world of fashion, medical and dental careers, and world of languages. It was stated that the CDC Center is the only one of its kind in the United States.

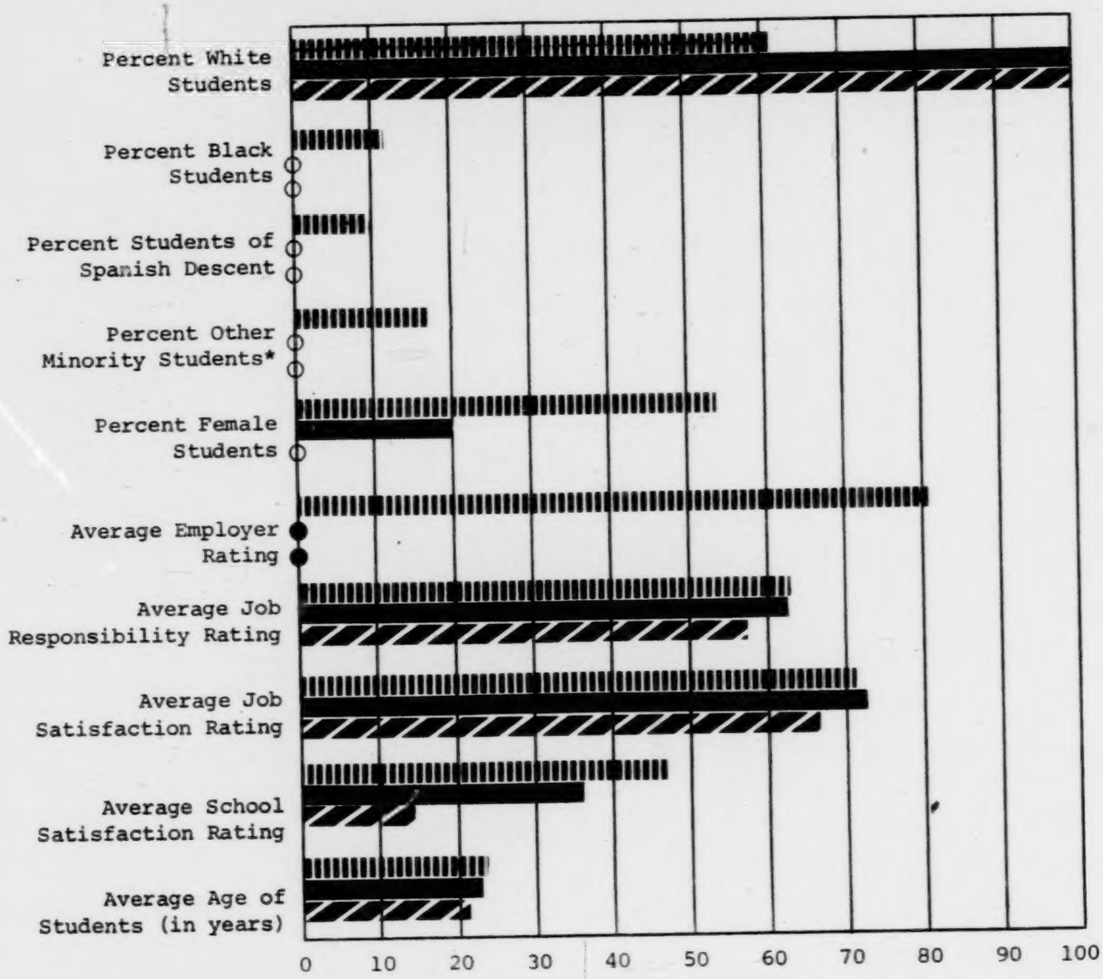
Each cluster has an advisory committee. These committees include more than 300 people altogether. The coordinator is a member of the Dallas Chamber of Commerce. The committees are mainly responsible for the coordination of student placements in the CDC, and also have supplied some expensive equipment, such as an airplane and a computer.

Funding for the Career Development Center was provided by a $21.5 million local bond issue which paid for equipment and materials. There are no direct Federal funds, but there are State vocational programs, such as aeronautics and auto mechanics, which are reimbursable. Industry provides some equipment, such as government surplus materials. Private foundations have provided fifteen $1,000 scholarships for students who want to pursue advanced study and attend college.

Two problems are indicated for the Career Development Center. First, there are no provisions for students to "experience" a cluster, i.e., to explore it and see whether his chosen area is right for him. Plans are now being made to provide for a 9-week period of exploratory experiences during the summer. There will be 3 3-week modules, so that students can sample various areas; Second, there is a certain amount of incompatibility with the regular high school on the same campus with the CDC. The scheduling of classes sometimes conflicts.

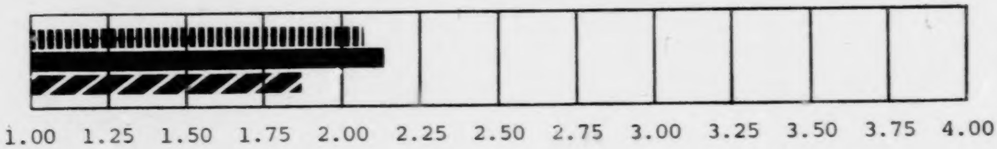
PROVO, UTAH

BUSINESS INTERNSHIP PROGRAM: MARKETING MANAGEMENT SEGMENT



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Single Industry Area

Sample Size

15 Nonparticipating Students
25 Participating Students

▥	Mean of all participating postsecondary students in the study
■	Participating students in this program
▨	Working nonparticipating students at the school
○	Score or percent equals zero
●	Information unavailable

PROVO, UTAH III-325

BUSINESS INTERNSHIP PROGRAM: MARKETING MANAGEMENT SEGMENT

I. OVERVIEW

This program is the Marketing Management Segment of the Business Internship Program at Utah Technical Institute and operates in the areas of distributive education and office occupations. Its purpose is to train students to work in marketing management. The Utah Technical Institute is a 2-year, postsecondary technical college, which has an enrollment of 2,000 students. The college is adjacent to Brigham Young University. Fifty percent of the students in the program are female and very few minority or handicapped students are represented. The economy of the community is heavily dependent on the university and a U.S. Steel plant employing 4,500 persons.

The Business Internship Program was organized 3 years ago by an administrator who had recently received her doctorate in business and cooperative education. She reports that this program was set up "according to the books," and that she tries to operate it in the same way. She has an active advisory committee and a very good relationship with the employers in the community.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary purpose of this program is to train students to work in specific business areas including office occupations, marketing management, and distributive education. The employers view the program as a means for students to apply what they learn in the classroom to their on-the-job experiences.

B. Use of Advisory Committee: This program has an active advisory committee which meets quarterly. It is composed of managers or representatives from department stores, supermarkets, variety and jewelry stores, real estate, the newspaper, and an administrator from U.S. Steel. It serves to provide feedback and advice to the program administrator and offers suggestions for improvements or changes. It also fosters good public relations and promotes the program with new merchants.

C. Sources of Funding: The program is a line item in the school's budget, having received $7,500 in 1970-71; $12,822 in 1971-72; and $12,932 for 1972-73. This amount includes salary and benefits, $1,500 for travel, and $2,250 for current expenses. The program receives 50 percent of its funds from the Federal Government under the 1968 Amendments to Vocational Act, Part G, 25 percent from the State government, and 25 percent from student tuition or fees.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Business Internship Program was initiated and is administered by the chairman of the business division, who is in turn responsible to the academic vice president of the college. Approximately one-fifth of the chairman's time is devoted to this program. Included in the Business Internship Program are an office education segment with 40 students, hospitality with 22, electronics with four, service station management with five, and the marketing management segment with 64 (the subject of this case study). There is presently one department chariman responsible for supervising and administering the Marketing Management Segment of the program and two other department chairmen responsible for the remaining segments.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

There are eight coordinators who teach and spend 1/4 time coordinating the students' work experience. Each supervises 10-15 students. The administrator for the Business Internship Program feels the organization and staffing of the program is particularly effective.

V. STUDENT COMPOSITION

There are 135 students in the Business Internship Program, with 64 in the Marketing Management Segment. Of these, only 5 percent are classified as members of a minority ethnic or racial group. Some special funds were available to pay half the wages of a few disadvantaged students, but the administrator did not plan to request refunding, since the employers did not seem interested in taking these students for half-pay. She found the employers more receptive to hiring students at full wages, and so was incorporating the disadvantaged students into the regular program.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The school conducts an active recruitment program. Posters are sent to every business teacher in the State. Program personnel go out to the high schools in the State to speak using filmstrips to recruit students.

B. Student Eligibility Requirements: Business internship is a required part of the educational program for graduation in business. Students must be 2nd-year students unless there is a surplus of job offers; in that case, 1st-year students are also accepted. The college itself has an "open door" policy. Any applicant who is at least 16 years old may enroll. There are no pretests or entrance requirements.

C. Job-related Curriculum: Students receive job-related instruction in school. It is integrated throughout their classes. In addition, a special correlated class meets twice per week. This class uses discussions and role playing techniques as well as video-tape to review problems at work stations, human problems, case studies, etc.

D. Counseling: The coordinator serves as the student's advisor, providing any counseling needed at least once a week.

E. Placement: The college conducts a placement program for students. Employers are contacted, and an up-to-date log is maintained of openings, noting calls from employers. Between 95 percent and 98 percent of the students completing the program were placed in jobs related to their training last year.

F. Followup: An organized followup program is maintained. Students are contacted through letters.

VII. WORK ENVIRONMENT

A. Types of Jobs: The 64 students in the Marketing Management Segment work in a variety of job slots. They are classified in areas such as sales (23), management (21), stock work (10), supervision (5), and supermarket checking (5).

B. Training Procedures: Of the employers interviewed, those which were divisions of larger companies (chain stores) had organized their own training programs with established procedures and training manuals. They review the company policies and show the trainees how to carry out the various tasks, progressing as fast as the trainees are able. They generally treat the trainees as novice regular employees.

C. Employers: The employers are very supportive of the program. They feel the trainees are advanced in school, are of high quality, and are genuinely interested in learning. Interviews were conducted in two department stores, a food store, and a variety store, all of whom had modern and pleasant facilities.

D. Salaries and Other Benefits: Three of the employers start the student trainees at the minimum wage of $1.60 per hour and the fourth at $1.75 per hour. All state that these wages are the same as for their regular employees. The students are advanced on their own merits.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The administrator attributes the success of the program to good planning, organization, and community support. Close contact is maintained with the community through the advisory committee and informal visits. The employers can select the trainees they wish from among several who apply with resumes, and the trainees are closely supervised and counseled by their coordinator. The administrator uses a "management by objective concept" which is extended to the student in the conduct of his work experience. Changes are made in the program as the need becomes apparent. The number of coordinators, for instance, has been increased from one to eight.

The influence of the predominant Morman religion appears to contribute to the success of the program. There is a good deal of emphasis on discipline, conduct, and education. Moreover, because the college is adjacent to the Brigham Young University and shares some of the university's equipment and facilities, the students are constantly in an educational environment.

As the most unusual feature of the program, the employers unanimously single out the close personal relationships among the student trainees, the employers, and the school. Management gets closer to the student, with a better opportunity for communication and counseling. The relationship between school and the real world is united, and personal relationships are formed.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The administrator cited the problems of communicating the total impact of the program to employers and getting them to come to the school with any problems. However, the employers stated that when a problem arose, all they had to do was mention it, and the school was there to help. In one instance, for example, the school videotaped the performance of a student who was not greeting customers with enthusiasm. His viewing of the videotape solved the problem.

As a self-criticism, the administrator said she felt the school was not making the correlated classes relevent enough to the needs of the students. She also expressed concern over maintaining the quality of placement positions.

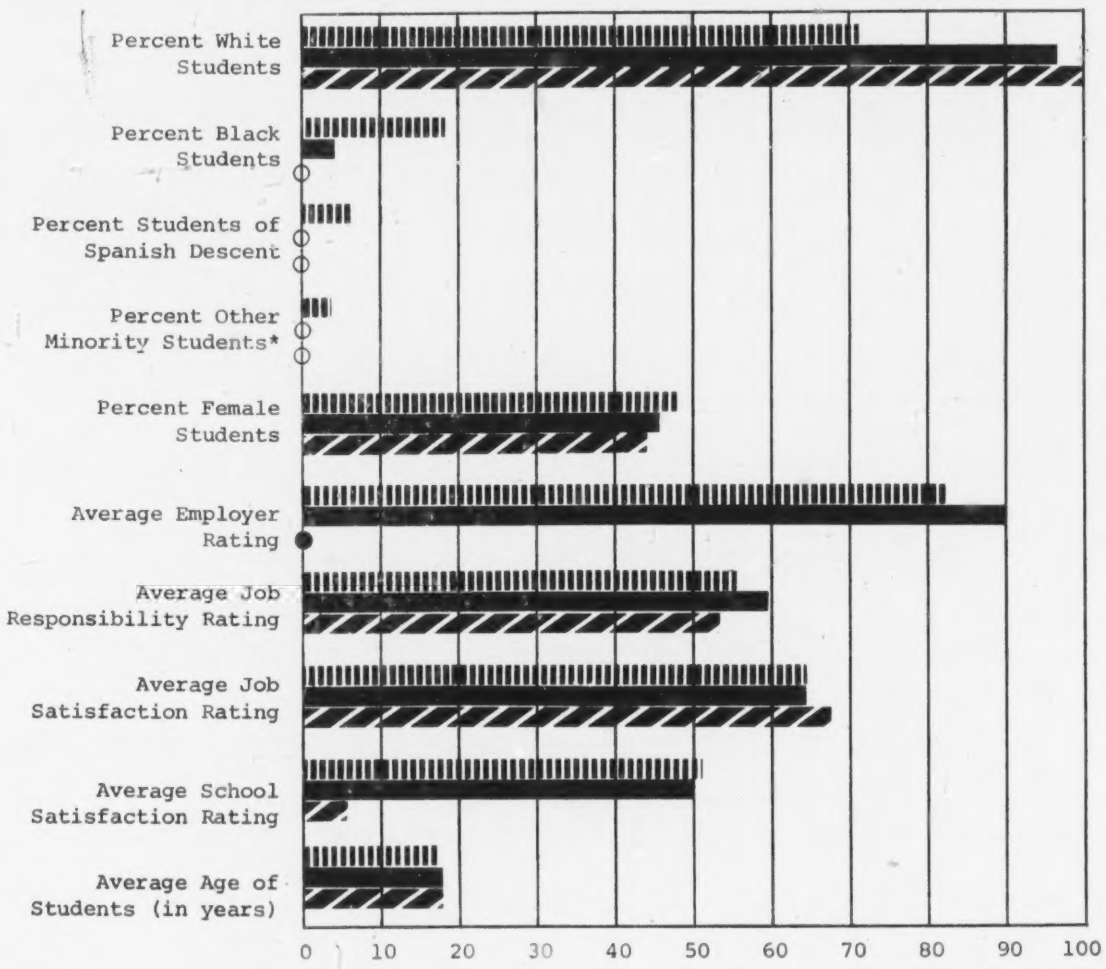
One problem cited by an employer was integrating theory with the practical use of techniques. He discussed this with the students but had not approached the coordinator about it. Another employer cited dress and grooming standards required to meet their customers as a potential problem. One student was given the choice of cutting his hair or staying in the backroom working with stock. The student chose the latter.

X. OBSERVER IMPRESSIONS

This seems to be a well-run program. It was carefully planned and organized according to the guidelines and accomplishes its objectives. There is a close and good relationship between the program and the community. The employers are enthusiastic supporters and prefer students from this program to the university or high school students in the area.

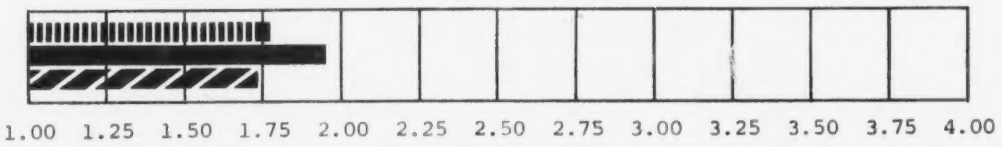
KENT, WASHINGTON

DIVERSIFIED OCCUPATIONS WORK RELEASE PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Single Industry Area

Sample Size

18 Nonparticipating Students
26 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

KENT, WASHINGTON III-333

DIVERSIFIED OCCUPATIONS WORK RELEASE PROGRAM

I. OVERVIEW

The Diversified Occupations Work Release Program in Kent, Washington, was initiated 3 years ago with the combined efforts of the district director and the coordinator. The program is designed to correlate the vocational interest of high school students with real experiences which will enable them to enter the world of work not only competitively, but also competently. It is a cooperative program combining the vocational and academic efforts of the school with the practicality of work experiences offered by various community businesses.

The program is specifically designed to encompass many diversified career fields, including such areas as home economics, agriculture, office occupations, trades, and technical fields. Participants are carefully selected from among students enrolled in vocational courses. The program operates within two high schools in the Kent Public School District. Kent, Washington, is a light manufacturing and industrial suburban community on the outskirts of Seattle.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary purpose of the Diversified Occupations Work Release Program is to provide students with the skills, attitudes, and abilities that are necessary for entry into the successful progress in an occupation. It attempts to aid in the process of career selection and preparation for employment and to provide comprehensive training, comprehensive guidance and counseling, placement and followup. The district goals are that 75 percent of the people trained in existing vocational education programs either be placed in jobs related to the areas for which they trained, or move on to extended training in a post-high school training program, or a combination of the two.

B. Use of Advisory Committee: There is an advisory committee for the program. It is composed of businessmen from restaurants, banks, realty companies, and the building trades. Its fundamental purpose is to evaluate and modify program strategies and directions.

C. Sources of Funding: The program operates on a $20,000 budget. Eighty-five percent of that amount is provided by the State. The remaining sum comes from local taxes.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Diversified Occupations Work Release Program is one of four career oriented programs in the district and in the school. The other three are Distributive Education, Special Education, and Co-op Office Occupations, with an enrollment of 25, 20, and 15 students respectively. Each of the programs has its own coordinator who reports directly to the district director of vocational education.

IV. COLE OF THE COORDINATOR AND OTHER STAFF MEMBERS

The diversified occupations coordinator is responsible for job development and placement, and the supervision of students' work experiences, in the trades and industry, vocational agriculture, and business occupation areas at the Kent-Meridan and Kentridge Senior High Schools. He is also responsible for the GATB (General Aptitude Test Battery) testing of vocational students and is the district vocational counselor.

The coordinator advertises and seeks support for the program via community news media (including radio) and speeches to civic, labor, and private organizations.

V. STUDENT COMPOSITION

Sixty-five students from suburban families are enrolled in the program. They are bright, enthusiastic, and highly motivated with regard to vocational training and their jobs. There are very few minority or handicapped students. None are under the age of 16, and 25 percent are female.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Students are recruited for the program by several means, including articles in the school newspaper, flyers advertising the diversity of opportunities, and counselor referrals.

B. Student Eligibility Requirements: Students must be seniors in vocational training programs or juniors under special arrangements, in order to qualify for enrollment in the program. Before students can be placed on jobs, they must submit vocational teachers' referrals stating that they are ready for work experience.

C. Job-related Curriculum: Students receive practical instruction on their jobs and the required academic instruction in their job-oriented classes.

D. Counseling: Counseling is available from both the high school vocational counselor and the diversified occupations coordinator. The coordinator is also the district vocational counselor.

E. Placement: The program uses a wide range of employers, for only one or two student trainees are placed on each work station. Physical space and the economic situation of the community are not conducive to handling more students. Placement activities are conducted for graduates of the program. An estimated 50 percent of all students completing the program are placed. The remaining 50 percent enter college, join the armed services, marry, or leave the community.

F. Followup: An annual followup is conducted to collect data on former students as to their school and/or work activity. By doing so, the diversified occupations program is able to evaluate and modify existing programs to coincide with the needs of current participants.

VII. WORK ENVIRONMENT

A. Types of Jobs: Students are placed on part-time jobs which are related to vocational training. Therefore, major job classifications are the automobile trades (27 students), retail sales (35), office occupations (21), and restaurant and food services (11). Other areas represented are agriculture, cosmetology, and health occupations.

B. Training Procedures: Training procedures on the job involve a minimum of time in observation and a maximum of time in actual work.

C. Employers: Most of the businesses in the community are very cooperative. The employers are local banks, service stations, optometrists, and retail sales organizations.

In the area of retail sales, it is mandatory that the student trainees become members of the union. They pay dues and receive all the rights and privileges of regular members. An agent of the union said that these youths are "good" union people in that they are enthusiastic supporters of the labor movement and attend more activities than the older members.

D. Salaries and Other Benefits: Salaries are paid by the employers. They range from the minimum wage to approximately $3.25 an hour and are comparable to wages paid to regular employees.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The success of the program may be attributed to the enthusiasm of its directors and teachers. The directors have definite ideas about vocational education and feel that students must be highly skilled in order to be successful on jobs. Instructors work very closely with students to prepare them for the world of work.

The program is well advertised by the coordinator as well as by the success of the students. This enhances both enrollment and job placement.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

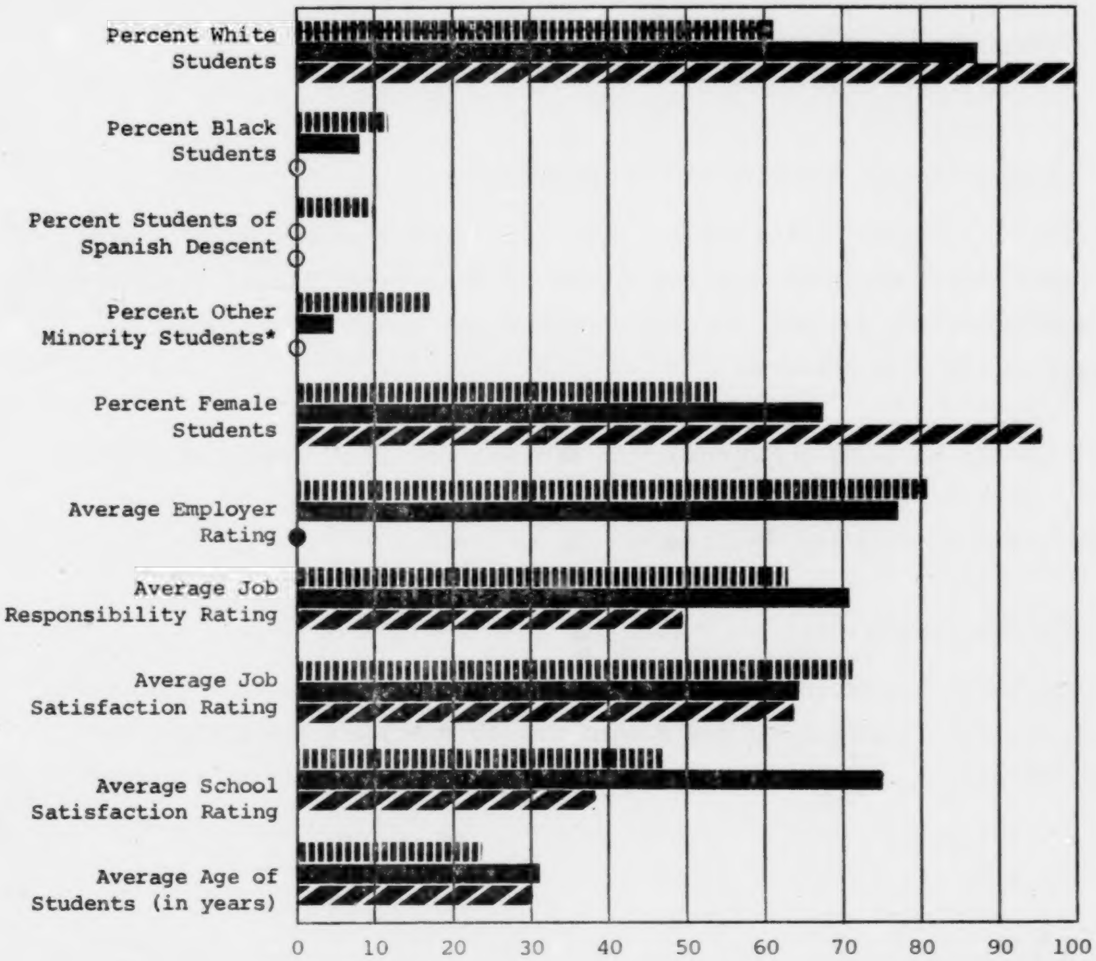
Problems encountered by the program deal with Federal unemployment programs and labor laws. Programs oriented to aid the unemployed and the disadvantaged are meeting needs, but are indirectly robbing the diversified occupations program of its work stations.

Some students complete the program and graduate from high school at the age of 17. Because of laws requiring that full-time employees be 18, these students must wait a year before they can be hired.

X. OBSERVER IMPRESSIONS

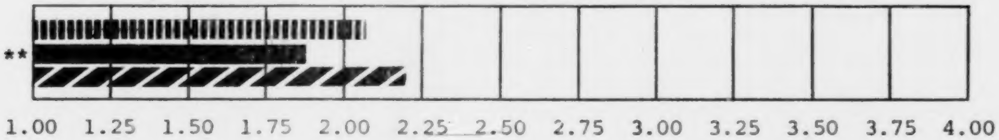
All aspects of the program left positive impressions. Vocational education is carried out in a professional manner and the directors are sincere in their efforts to provide an alternate way for young people to be educated.

LAKEWOOD CENTER, WASHINGTON
PRACTICAL NURSING PROGRAM (LPN)



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)		Sample Size
Educational Level:	Postsecondary	21 Nonparticipating Students
Primary Purpose:	Specific Occupational Training	25 Participating Students
Industrial Setting:	Bedroom Community	

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

**These salary figures include compensation outside of the scope of the basic program.

LAKEWOOD CENTER, WASHINGTON
PRACTICAL NURSING PROGRAM (LPN)

I. OVERVIEW

Clover Park Education Center (CPEC) is a vocational technical institute (elective high school) operated by the Clover Park School District at Lakewood Center, Washington, a quiet suburban community. The premise of CPEC is to offer high school students an alternative to conventional education as well as to accommodate adults who are interested in some area of vocational training. Among the many programs at CPEC is one to train licensed practical nurses (LPN's). The program is a cooperative one between CPEC and three hospitals: Lakewood General, Western State (State psychiatric hospital), and Madigan General (at Ft. Louis).

The students receive 18 weeks of classroom instruction and 29 weeks of hospital work experience cycling through three hospitals. Upon completion, each student receives a certificate and is eligible to take the State Board Examination for LPN's.

The school took the initiative in organizing the Practical Nursing Program when the Lakewood Hospital was built near the school. The program has been in operation for 12 years and received high marks from everyone interviewed. Graduates have a high placement rate.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The primary purpose of the program is to train licensed practical nurses. Some of the more specific goals are to increase the number of yearly enrollments from 60 to 80 and to strive for an increased number of student completions through counseling, tutoring, and financial aid. The program also seeks to improve the cooperative training experience as the community's health needs change by including new areas such as the medical and surgical wards at Madigan General Hospital. In addition it attempts to work closely with hospital personnel to enlist their support and cooperation to ensure continuation of the program.

geriatrics, pediatrics, obstetrics, nursery, and in the central supply room. Western State, the State's psychiatric hospital, offers training in geriatrics, psychiatric neuro-surgery, the operating room, the clinic, and the central supply. Madigan, an Army hospital, provides training in medical surgical obstetrics, pediatrics, nursery, and male orthopedics.

Although these hospitals have some of the same types of wards, the nature of each hospital and its administrative policies allow for diversity in training. All students are rotated on a regular basis for exposure to all the aforementioned wards at all three hospitals. The five practical nursing instructors who are part of the hospitals' staffs supervise ward training.

Information regarding student progress is reported to the health occupations coordinator, who in turn reports to the program supervisor and the director of Clover Park Education Center.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The director of CPEC is active in initiating new programs and ideas which will better serve business and industry.

The coordinator supervises this and other health occupation programs, personnel and teacher training.

V. STUDENT COMPOSITION

The 39 students enrolled in the Practical Nursing Program range in age from 18 to 50. One third of them are male and 15 percent are from minority backgrounds. They appear to be average to above average in aptitude, highly motivated, and determined to be good licensed practical nurses. Some of them are permanent employees of the State hospital attempting to upgrade themselves from ward clerks to practical nurses.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Participants are recruited by means of printed brochures, the school's registration booklet, and high school career day assemblies.

B. Eligibility Requirements: In order to qualify for admission to the program, a high school diploma or its equivalent is desired (although students in the 10th grade can be accepted) as well as a score of 80 on the General Aptitude Test Battery (GATB). Prospects must submit two letters of reference (one written by a previous employer if possible) and a record of ward supervision (for State hospital employees).

C. Job-related Curriculum: Students are placed on hospital work stations, where they supplement theoretical learning with practical experience. They are rotated on a regular basis in an effort to expose them to a variety of wards (psychiatric, maternity, obstetrics, etc.).

D. Counseling: The practical nursing students, as well as all the other students, receive prevocational counseling. Once a definite career field has been selected, students receive personalized counseling from their instructors.

E. Placement: A formalized placement program has recently been established at the school. The program interviews and arranges job interviews for recent graduates for a nominal fee ($1 to $5). However, the instructors conduct the majority of the placement activities for their students on an informal no-charge basis.

F. Followup: There is no organized followup program for former students. The coordinator and instructors informally attempt to maintain personal ties with most of the students.

VII. WORK ENVIRONMENT

A. Types of Jobs: The program is one which prepares students to share in the care of the sick, in rehabilitation, and in the prevention of illness in those areas relatively free from medical complexity.

B. Training Procedures: Training procedures consist primarily of closely supervised on-the-job training.

C. Employers: The employers are the three hospitals in the immediate area. All felt that the center was doing an excellent job in training practical nurses.

D. Salaries and Other Benefits: Because of student-trainee status, participants receive $1.20 per hour or 75 percent of the minimum wage.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

Salient features which directly contribute to the success of the Practical Nursing Program are the small number of students per instructor, and the fact that there are a number of males enrolled in the program. The limited number of students in the classroom establishes group cohesion and fosters personalized learning.

Most vocational schools cannot accept male students in their practical nursing program because they do not have the facilities to do so. Clover Park, on the other hand, has very modern and contemporary facilities which accommodate both male and female students. The center also has the kind of rapport with its participating hospitals which will permit men to train as practical nurses. The hospitals are exceedingly cooperative and will accept men as readily as they will women.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

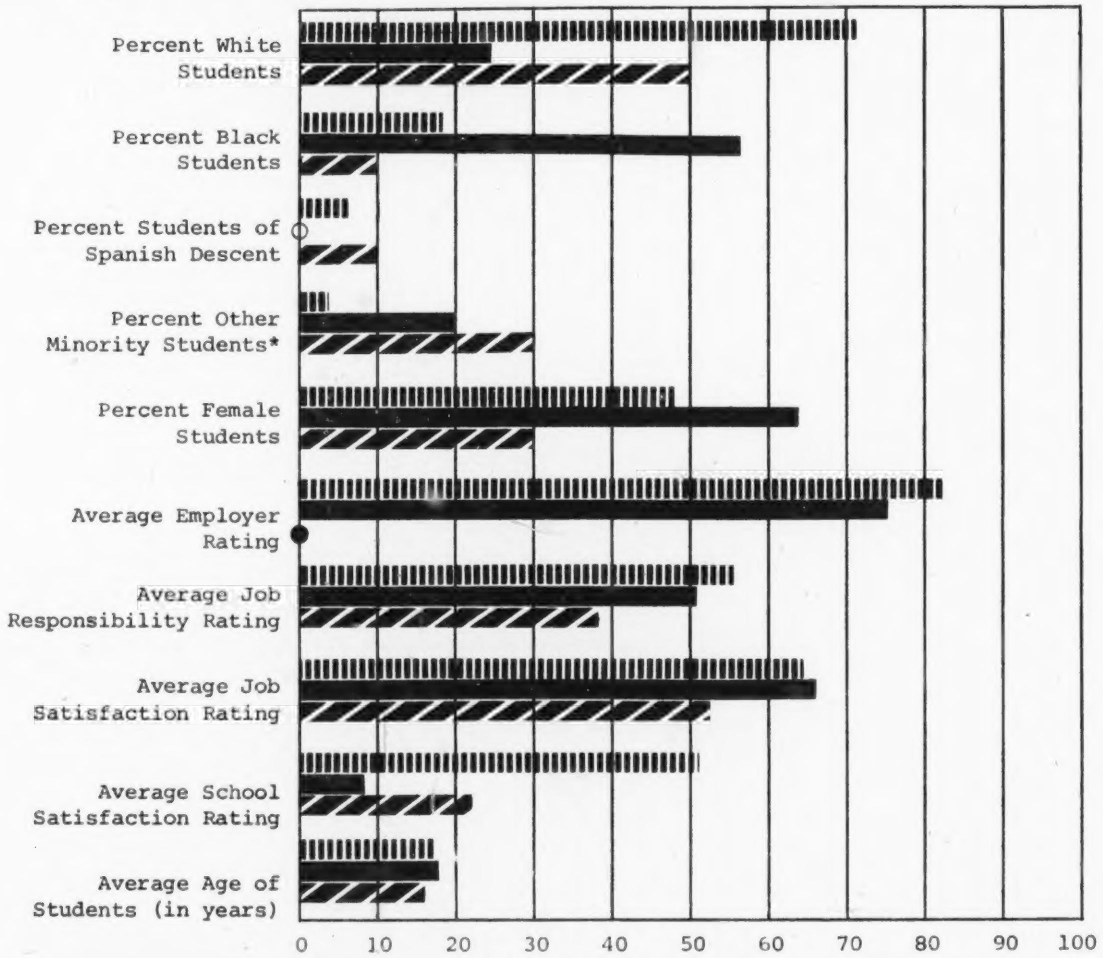
The most significant problems faced by the program are limited clinical facilities for the number of students and the hospitals' budgetary cutbacks. Financial cutbacks are most evident in the Western State Hospital in that since the hospital tries to integrate psychiatric patients into the community as soon as possible, there is a reduction in patients and consequently a reduction in staff and the number of student trainees placed in the hospital.

X. OBSERVER IMPRESSIONS

Very positive impressions were received from the Clover Park Education Center Practical Nursing Program. The root of such favorable impressions stem from the practical philosophies of the school administration and the health occupations coordinator. Both believe in vocational training to such an extent that a great deal of effort is spent in evaluating and modifying the program to correlate it with the needs of the business community and the aspirations of the students. It is a highly successful program in terms of quality of the students and job placement.

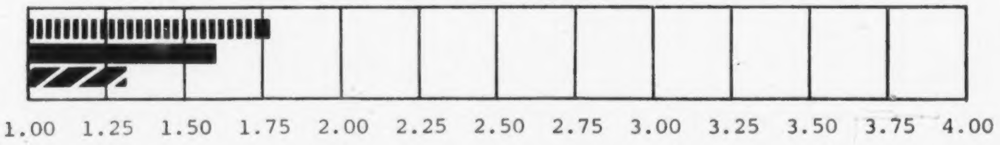
SEATTLE, WASHINGTON

NEIGHBORHOOD YOUTH CORPS (NYC) IN-SCHOOL PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Dropout Prevention
Industrial Setting: Major Industrial Center

Sample Size

10 Nonparticipating Students
25 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

SEATTLE, WASHINGTON III-347

NEIGHBORHOOD YOUTH CORPS (NYC) IN-SCHOOL PROGRAM

I. OVERVIEW

Seattle's School District #1 operates the Neighborhood Youth Corps (NYC) Program in cooperation with, and funded by, the Manpower Administration of the U.S. Department of Labor. The Seattle NYC was one of the first three NYC programs funded and has been in operation since 1966. The NYC In-School Program is funded for 527 training slots. The program director and a staff of 8-10 counselors oversee the total program, recruit students and placements, and monitor the students' work stations. Each counselor is assigned a caseload of students and is expected to help every student develop his academic, vocational, and personal potential.

NYC enrollees come from all Seattle high schools and are placed in jobs throughout the city.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The main objective is to provide paid work experiences and training to low income students so they will stay in school rather than drop out. It is also the expectation of the program administrators that the work experience will aid the students in developing good work habits, e.g., attendance and initiative.

B. Use of Advisory Committee: The advisory committee is unique in that it consists solely of NYC enrollees. The committee guidelines suggest that it meet twice a month, but in fact it has met only three times since its formation in September 1972. The eight enrollees who make up the committee are expected to provide feedback from the other enrollees. The counselor who advises the committee hopes to start a newsletter to publish this feedback.

C. Sources of Funding: The NYC Program is funded 90 percent by Manpower Administration funds and 10 percent by school district funds. The program has expanded during the last 3 years, but the uncertainty and late arrival of the funding has always been a problem. NYC monies, along with other Manpower Administration funds, may disappear or decline sharply in the next fiscal year.

III. ORGANIZATIONAL SUPERSTRUCTURE

The staff for the NYC Program consists of one program director, one head counselor, ten counselor/coordinators, and two counselor aides.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

Each NYC counselor is responsible for about 60 enrollees. The counselors find job openings, match students to job openings, monitor the students' performance on the job, and ensure that time records are reported. The 10 full-time and two part-time personnel are supported by a large clerical staff, and overall direction and coordination is provided by the program director.

V. STUDENT COMPOSITION

There are 527 enrollees in the program. About 55 percent represent minority groups (Black, Mexican American, and American Indian) and 60 percent are female. In accordance with the Department of Labor eligibility requirements, all students are economically disadvantaged. Some work station supervisors stated that NYC enrollees are excellent employees, while other supervisors reported unfavorable experiences.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Via announcements in school bulletins and contacts with school counselors, students are made aware of the program. Recruitment is not a problem. More than 1,000 applications were received last year for the training slots.

B. Student Eligibility Requirements: Requirements for eligibility are that students attend a public school in Seattle, be between the ages of 14 and 21, and come from a low income family as defined by Department of Labor's criteria for student eligibility. (Sometimes students have to be terminated in mid-year if the family income changes, e. g., if the father obtains a job.)

C. Job-related Curriculum: Enrollees receive no job-related instruction in the program.

D. Counseling: The NYC counselors try to visit each enrollee at his work station once a month. Counselors are responsible for matching enrollees to jobs and are expected to provide academic, vocational, and personal counseling for students in the program.

E. Placement: No systematic placement is provided by the program. NYC refers enrollees to the State employment service and other agencies for jobs after graduation.

F. Followup: Funds for a followup program are not provided by the Department of Labor.

VII. WORK ENVIRONMENT

A. Types of Jobs: Enrollees work in offices as clerk typists and file clerks, in food services as counter personnel and dishwashers, in health services as nurse's aides and orderlies and in a large variety of other entry level jobs.

B. Training Procedures: In all cases, enrollees receive rather typical on-the-job training. They are assigned to experienced workers who train the students and check their performances on the job.

C. Employers: Employers include most non-profit organizations in Seattle such as the Indian Center, and the Fisheries Department at the University of Washington.

D. Salaries and Other Benefits: The enrollees work 10 hours per week and earn $1.60 per hour. They also receive school credits for their work experience. NYC provides bus tokens for transportation to and from work. Where uniforms are required, NYC provides these also.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The program has been successful in placing students in most non-profit agencies and organizations in the city of Seattle. They are able to accommodate the interests and abilities of virtually any enrollee through one of these organizations.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

A problem cited was the unavailability of postgraduation employment. Seattle is still very dependent of the Boeing Corporation and has a very high rate of unemployment. Other problems include the excessive amount of time students spend riding city buses between school and work, and the late arrival of funding from the Department of Labor. It is difficult for the program staff to plan for the program each year when they don't know how much money, if any, will be available to operate the program.

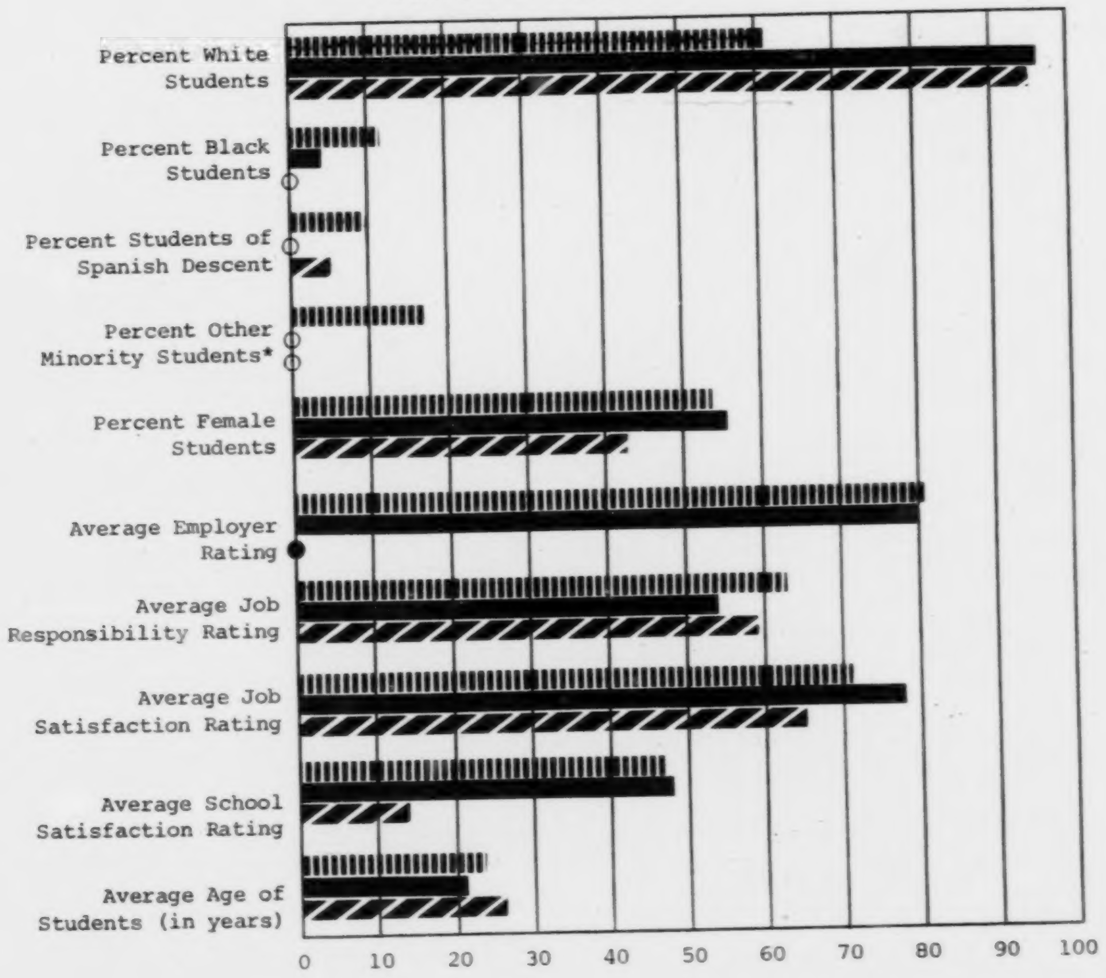
X. OBSERVER IMPRESSIONS

The Seattle NYC offers students the opportunity to earn money, and receive school credit and training in selected job areas. Staff members on the whole seemed committed to, and involved with, their students.

Enrollee reaction to the program seemed to range from extreme interest in the job to almost a total lack of interest in what they were supposed to be doing.

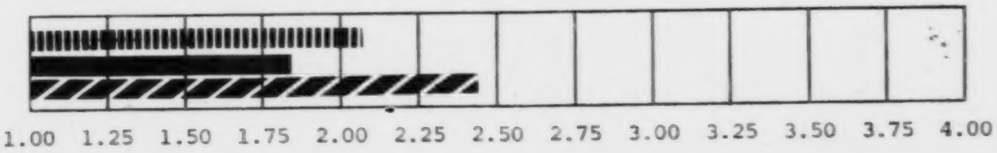
MADISON, WISCONSIN

WORK STUDY PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Postsecondary
Primary Purpose: Dropout Prevention
Industrial Setting: Bedroom Community

Sample Size

21 Nonparticipating Students
27 Participating Students

▥ Mean of all participating postsecondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

MADISON, WISCONSIN

WORK STUDY PROGRAM

I. OVERVIEW

The Work Study Program at the Madison Area Technical College (MATC) is typical of a well-run community college work study program. It has been in operation for 9 years at MATC, a very impressive technical college which seeks to serve the needs of students, preparing them for technical occupations. MATC seeks to retain a vocational atmosphere, and limits transfer students to 25 percent of the total enrollment.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The major objective of the Work Study Program is to provide part-time employment for any MATC student who demonstrates financial need. Financial need is assessed via a needs analysis system. Under the program the student is guaranteed a job, and generally students are encouraged to work rather than borrow money for financial aid. The second objective of the program is to place students in jobs related to their training. Also, since a student's performance on the job is evaluated periodically, this experience can often be used as a reference for future employment.

B. Use of Advisory Committee: There is no advisory committee to the Work Study Program, but there is a financial aids committee which gives direction to various financial aids programs. The financial aids committee, for example, determines sources of funding for the 20 percent of students' wages which is raised locally.

C. Sources of Funding: The program has been budgeted for $88,000, $116,000, and $125,000 respectively over the last 3 years. Of the total, 80 percent is Federal money, and 20 percent is raised locally by MATC. Of the Federal money, 85 percent is from the Higher Education Amendments of 1968 (PL90-575), and 15 percent is from the 1968 Amendments to the Vocational Education Act.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Work Study Program at MATC is part of the total financial aids program at the college. Students may qualify for loans, scholarships, or work study funding through the financial aids office.

Every spring the Work Study program office sends a form to all departments on campus and to various off-campus agencies, requesting a list of job openings for the fall. Students are matched to the available jobs. The State Association of Financial Aids Administrators has tried to establish statewide guidelines and procedures covering the Work Study Program, and also to disseminate information about financial aid possibilities to the State Association of High School Counselors.

The Work Study Program is only one type of work education at MATC. Fully 25 percent of the students are in courses of study which require on-the-job training.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator devotes approximately 15 percent of his time to the Work Study Program. Carrying the title of student services coordinator, he also coordinates other services such as placement, housing, and does some counseling. During the time that he devotes to the Work Study Program, he determines student eligibility, develops lists of jobs available to students, and refers students to work assignments.

V. STUDENT COMPOSITION

There are currently 130 students in the Work Study Program at MATC. Approximately 60 percent of the students are female and 20 percent are Black, Spanish-surnamed, or American Indian. The age range is from 18 to 50, but the majority of the students are in their mid-twenties. The students are seriously pursuing careers, believe in the "work ethic", and for the most part, are mature individuals. Many of the students have worked for several years before returning to school for further training.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: Brochures are available at district high schools which publicize all aid programs to prospective students. There is also an Educational Opportunities Program at MATC which makes a special effort to inform disadvantaged students about the Work Study Program.

B. Student Eligibility Requirements: To be eligible for the Work Study Program students must be enrolled at MATC, demonstrate financial need, and have a desire to work (there are other aid possibilities). Eligibility guidelines are based on a sliding scale, depending on the money available and the number of applicants.

C. Job-related Curriculum: A concerted attempt is made to place students in jobs which are related to their classroom training, and matches are found in the majority of cases.

D. Counseling: Work study students have access to the same counseling services as other students. The Work Study Program coordinator and other staff in the financial aids office provide counseling services, but they feel they are very understaffed for the counseling function.

E. Placement: Work study students, like any other students, use the MATC Placement Office, which placed approximately 12 percent of the graduating class last year. There are no placement figures specifically for the work study students.

F. Followup: Again, there is no followup specifically for work study students, but the college 2 years ago started a 1-year followup effort on all students. They hope to expand this to include 5- and 10-year followups based on student and employer questionnaires.

VII. WORK ENVIRONMENT

A. Types of Jobs: The 130 seniors hold about 30 different types of jobs. These include lab technician, secretary, graphics illustrator and an Outreach Advocate. (The Work Study Program often places students through other agencies and/or programs for work experiences. The Outreach Advocate is a work study student who is placed for work in the community through the federally funded Program Outreach). Most of the jobs are at the assistant level, many require a significant level of skill, and very few are the menial jobs often found in work study programs.

B. Training Procedures: As mentioned earlier, most students are placed in jobs that match their coursework. Training for the specific tasks required at the work sites is via typical OJT procedures.

C. Employers: Approximately 80 percent of the seniors work in various divisions and departments of MATC. The remaining 20 percent work in one of seven non-profit off-campus agencies, such as the Urban Corps and the chamber of commerce.

D. Salaries and Other Benefits: The students who work on campus receive $1.75 per hour. Students' salaries at the various agencies range from $1.75 to $2.30. The agencies pay 20 percent of the students' salaries. Both on-campus and off-campus uniforms are provided where necessary.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The college's administration solidly supports work study as well as other forms of education. The students are highly motivated to do a good job, and jobs are available for students of all ability levels and interests.

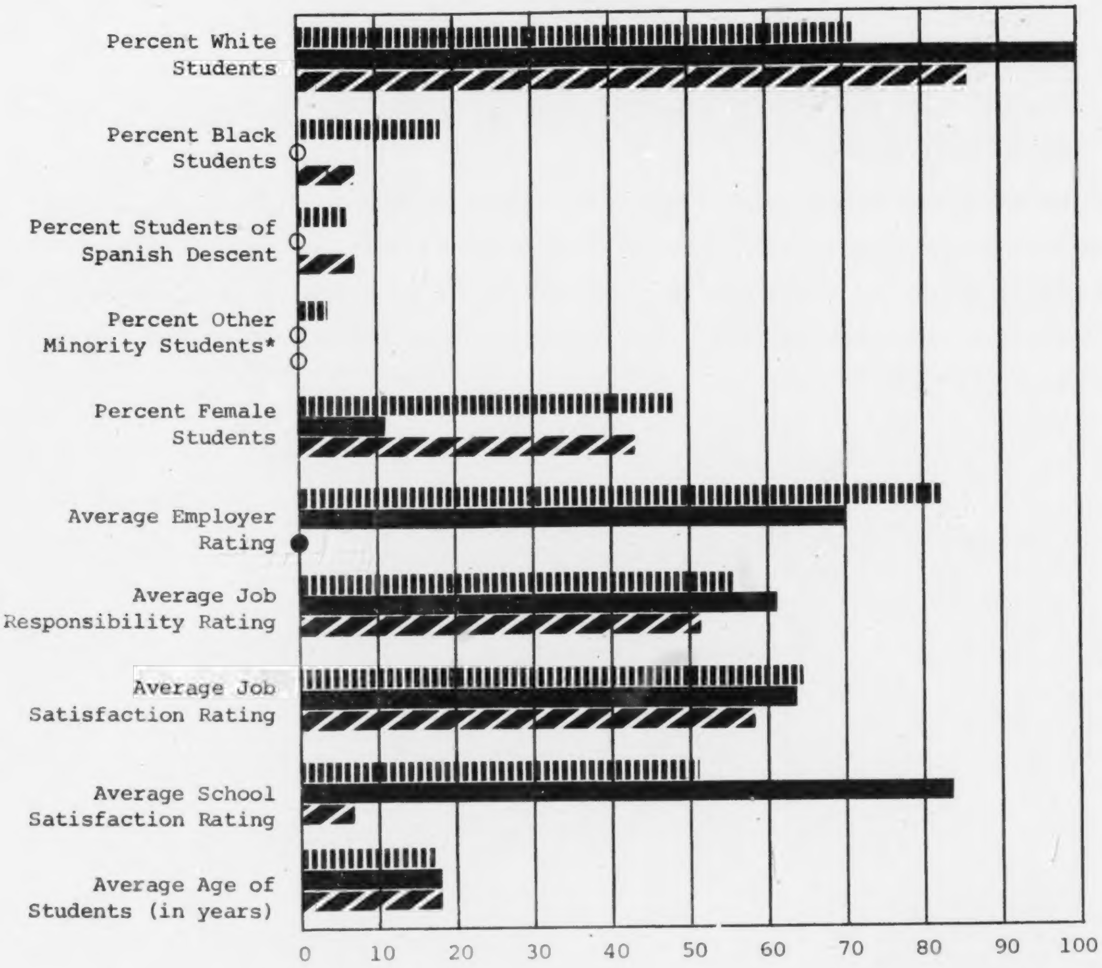
IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

The two main problems for the Work Study Program are lack of sufficient funding (there are more seniors who would like to work than there is money to support them); and lack of staff time to visit work stations, check on student performance, and develop more job openings.

X. OBSERVER IMPRESSIONS

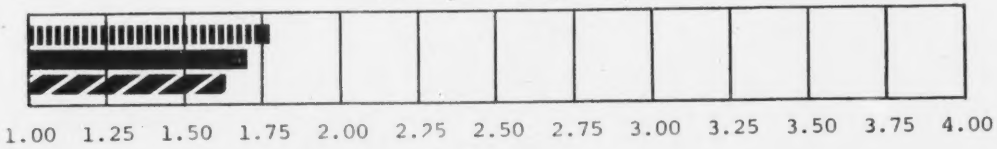
The coordinator and other staff members at MATC very openly discussed problems that remain to be solved, and seemed to encourage suggestions and criticism. This program offers students who want to work while in school a wide variety of interesting, challenging jobs. One employer volunteered that he had "never had a bad work study kid".

SAUK CITY, WISCONSIN
AGRIBUSINESS WORK EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Dropout Prevention
Industrial Setting: Farming Region

Sample Size

14 Nonparticipating Students
18 Participating Students

▥ Mean of all participating secondary students in the study
■ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

SAUK CITY, WISCONSIN III-359

AGRIBUSINESS WORK EDUCATION PROGRAM

I. OVERVIEW

The Agribusiness Work Education Program operates at Sauk Prairie High School, which serves the adjoining cities of Sauk City and Prairie Du Sac, Wisconsin. These cities provide goods and services to the farming community. They are rather typical and quite delightful small midwestern towns. Sauk Prairie High School serves the entire area, enrolls 900 students, and provides a comprehensive program.

The Agribusiness Program was started 4 years ago as one of 30 Wisconsin pilot programs in agriculture for the educationally disadvantaged. After about 2 years it became apparent that there was a need for work experiences for educationally disadvantaged students outside the field of agriculture. Therefore, the program has gradually changed emphasis until today only 16 of the 36 students are working in agriculture or agriculture-related jobs. Obviously, the name is a misnomer (except in that the entire city serves agricultural interests) but the program is situated within the high school's agriculture department and will likely remain there.

The program attempts to provide potential dropouts with a successful work experience and needed part-time wages.

II. PROGRAM ORGANIZATION

A. Primary Objectives: The objectives of the program are to keep lower income and lower I.Q. students from dropping out of school. This is done by providing an income supplement via wages and providing career exploration by trying to match student interests to job possibilities. The program also attempts to improve poor self-confidence by providing a successful work experience to students who have rarely succeeded in anything related to school in the past.

B. Use of Advisory Committee: An advisory committee consisting of two feed dealers, a veterinarian, a farm implement dealer, and the school guidance counselor meet formally once a year to suggest changes in the program and to promote it. In this small town the coordinator sees these people and the work station supervisors frequently and seems very much aware of community attitudes.

C. Sources of Funding: The program costs $9,500 for the teacher's salary, plus $1,100 per year for facilities, mileage, and materials. The program is slightly more expensive now than at its inception, because of incremental raises in the teacher's salary during the past 2 years. The school was not able to assess any burden rate for the program. During the first 3 years of operation the program was intended for disadvantaged students and was supported 80 percent by Federal monies. Currently the program is supported 50 percent by Federal money, 35 percent by State money, and 15 percent by local school money. All of the Federal support is from Part G of the 1968 Amendments to the VEA.

III. ORGANIZATIONAL SUPERSTRUCTURE

The Agribusiness Work Education Program is part of the high school's agriculture department. The work education teacher/coordinator is encouraged by the school administration to seek ways to develop and improve the program. This encouragement includes a car and a mileage fund, a materials fund, and the freedom to visit other programs.

The Agribusiness Work Education Program is the only work education program in the school, except for a few special education students who are placed in fairly sheltered work environments.

The teacher/coordinator meets occasionally with another work education teacher/coordinator from a nearby high school for the purpose of exchanging ideas and discussing problem solutions.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The coordinator teaches the work education students in class 5 days a week. While in the classroom, he monitors their progress through learning activity packages in world of work skills. The coordinator teaches for 3 1/2 hours in the morning. He transports students to and from work, which requires about 1 1/2 hours per day. The remaining 2 hours of his work day are devoted to developing new job slots, visiting employers at work stations to check on job performance, and visiting parents. He tries to visit each student's parents at least twice a year. The coordinator also works 20 days each summer setting up work stations, attending State workshops, and modifying his training materials. The school administration seems supportive; for example, the high school principal that week had devoted part of his weekly radio show to a discussion of the program.

V. STUDENT COMPOSITION

The 36 students in the program (as well as virtually all of the residents of the area) are of northern European ancestry, mainly German and Scandinavian. The program is designed for lower economic level students and for students with poor self-concepts. In fact, the coordinator indicates it is difficult to place some students because residents of the town see them as representing families who are failures. Some of the students were quite slow and had difficulty answering the questions, but most seemed in the normal range.

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The program relies on current students to advertise the benefits of the program to the school population. Students sign up for the program when they register. According to the coordinator recruitment is no problem, because "kids see it as an easy out - they get out early."

B. Student Eligibility Requirements: Students with low IQ's, only one parent at home, a low family income, a poor self-concept, or those who are identified as potential dropouts are eligible for the program.

C. Job-related Curriculum: Students receive instruction in world of work skills (e.g. money management) but not in vocational skills. The program uses learning activity packages developed by a Wisconsin project. These packages include pre- and post-assessments, behavioral objectives, and sequenced instruction and direction.

D. Counseling: The coordinator is expected to provide academic, vocational, and personal counseling to students as part of his duties. He also visits each student frequently at the student's work station, and is available to answer questions or solve problems that may arise at the work site.

E. Placement: There is no formal placement system, but the instructor maintains placement records. Of last year's graduates, 75 percent stayed in the same job or were placed in positions similar to those they had while in the program.

F. Followup: Sauk City is a small town, and it is relatively easy to maintain contact with former students. Most of the former students who were in the program during the previous 2 or 3 years have remained in the area and the coordinator fills out a followup form on them 6 months after graduation.

VII. WORK ENVIRONMENT

A. Types of Jobs: Generally, the jobs held by students are entry-level jobs in situations ranging from feed mills to printing shops. The coordinator listed 19 different jobs for the 36 students in the program. Most students are placed singularly at work stations and are supervised directly by the owner or manager of that business.

B. Training Procedures: All the employers interviewed indicated that they relied on typical OJT procedures. As stated above, most students work under the direct supervision of the owner or manager. Employers in general were satisfied with the "show, observe, monitor" approach to training.

C. Employers: Employers are mainly small businessmen offering various services to the community. The coordinator seemed to have a very good working relationship with the employers who were interviewed. They felt he was meeting the needs of the students and providing a valuable service. The employers in these two small towns saw it as a civic duty to help the schools do a better job with the lower ability students.

D. Salaries and Other Benefits: At three of the four sites visited, students received the minimum wage of $1.60 an hour while at the fourth the student was paid $1.25 per hour. This work site, a gas station, was exempt from minimum wage regulations because its gross receipts were very low. At three of the sites, students' starting wages were $0.25 to $0.30 an hour less than starting wages for other employees, while at the fourth everyone started at the minimum of $1.60.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The coordinator has been quite successful in situating hard-to-place students in work stations that they seem to enjoy. Moreover, the employers seem to be genuinely concerned with helping the students develop their abilities. The coordinator seems to do a fine job of knitting the community together, by visiting employers and parents frequently.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

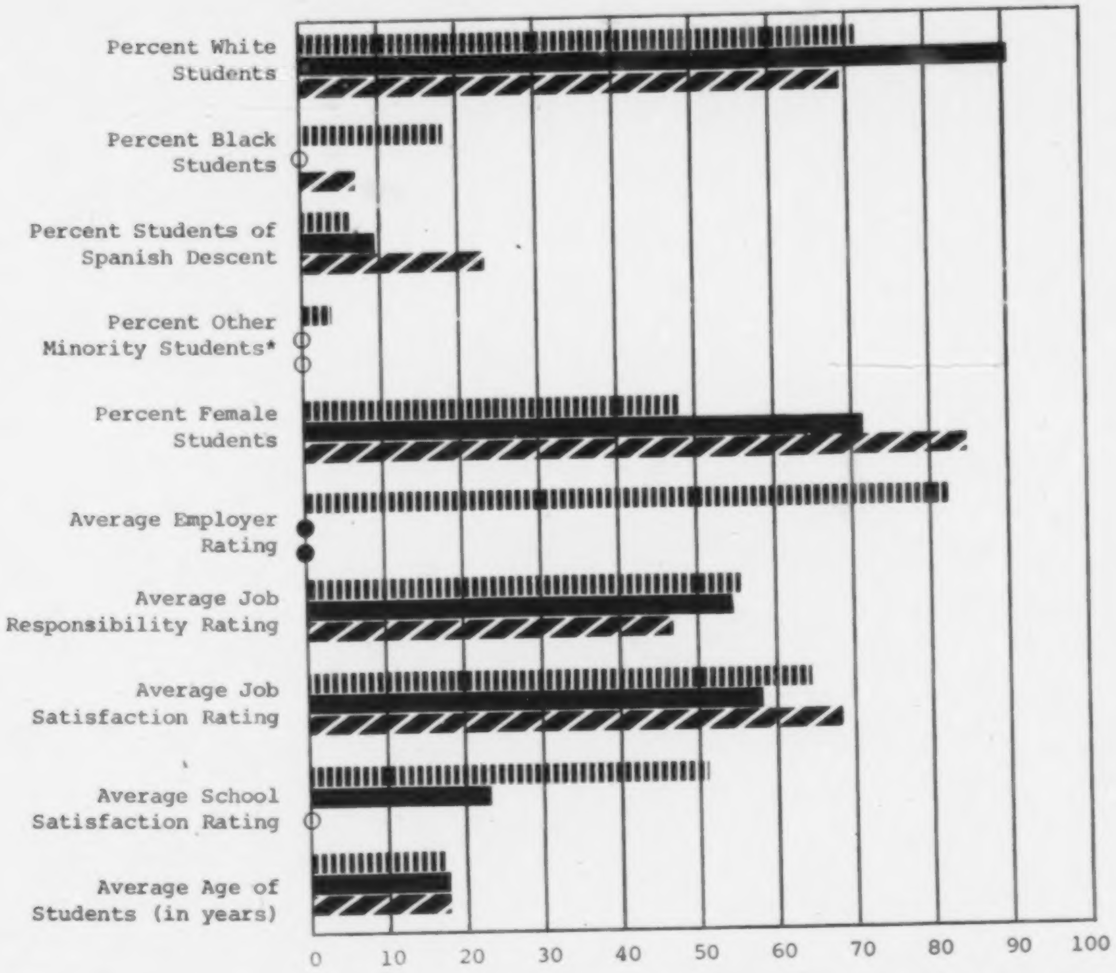
The coordinator felt somewhat overburdened with 36 students (the program load was intended to be 30). If he had fewer students he said he would be able to spend more time in 1:1 counseling and in developing more appropriate job slots.

X. OBSERVER IMPRESSIONS

The teacher/coordinator and employers seem to be interested in the students as people and want to help them develop. While the lower range of students are being served, the program has avoided being stigmatized; in fact, last year the program could accomodate only about 50 percent of the students who applied.

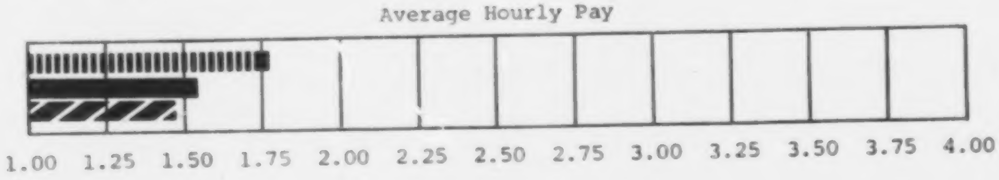
CHEYENNE, WYOMING

DISTRIBUTIVE EDUCATION PROGRAM



*Other minority students include native Hawaiians, American Eskimos, Orientals, and American Indians

Average Hourly Pay



Typology Classification (self-described)

Educational Level: Secondary
Primary Purpose: Specific Occupational Training
Industrial Setting: Bedroom Community

Sample Size

13 Nonparticipating Students
21 Participating Students

▥ Mean of all participating secondary students in the study
▬ Participating students in this program
▨ Working nonparticipating students at the school
○ Score or percent equals zero
● Information unavailable

CHEYENNE, WYOMING

DISTRIBUTIVE EDUCATION PROGRAM

I. OVERVIEW

The Distributive Education Program has been in operation for nearly 20 years at Cheyenne Central High School. It is designed to involve students in the distributive education field, which includes advertising, retail sales, buying, and business law. Distributive education attempts to be a total concept program, developing training at the high school, postsecondary, and adult level.

Cheyenne Central High is one of the oldest schools in the city, and plans to move it to another location are now being formalized. There is a large proportion of Black and American Indian students attending the school, and because of "racial problems" last year, the campus is still tense.

Cheyenne is the capital of Wyoming and hosts a major rodeo every summer.

II. PROGRAM ORGANIZATION

A. Primary Objectives: Distributive education seeks to effectively meet the needs of students; to help keep them in school; to help them adjust to life and become productive members of society; and to provide instruction and work experience in marketing, merchandising, and management.

B. Use of Advisory Committee: The advisory committee for the program consists of employers representing food service occupations and personnel from an auto dealer and a cleaning business. Included also are three representatives each from the Office Occupations and Food Service Programs in the school. The advisory committee sets minimum standards for training stations, helps set standards for selection of students, makes suggestions for course content, assists in placing students, and helps procure training materials.

The committee in Cheyenne is not active at this time and attempts to make it functional have not been very successful.

Sources of Funding: Sources of support for the Distributive Education Program come from local taxes, and State and Federal Governments (P.L. 90-576, Part B - 1/2 of total budget).

III. ORGANIZATIONAL SUPERSTRUCTURE

The State director of cooperative and distributive education programs advises and consults with the personnel responsible for these programs throughout Wyoming. Program coordinators communicate with him regarding their particular activities. However, he has no real authority over them and thus his role is an advisory one. The school principal and the assistant principal are actually responsible for the coordinator and the program, since it operates in their school.

IV. ROLE OF COORDINATOR AND OTHER STAFF MEMBERS

The defined duties of the teacher/coordinator consist of making initial contacts with employers; getting proper jobs and placing the students in them; seeing that the students are not exploited; determining whether or not the students are being trained on the job; evaluating the student on job performance; maintaining public relations with merchants; promoting adult extension programs; and promoting and developing distributive education club activities.

V. STUDENT COMPOSITION

There are 56 students in the program. Of this number, nearly 50 percent are children of military personnel. Approximately 98 percent of the students in the program are non-minority, though there is a high proportion of minority students in the school. The Distributive Education Program does not attempt to aid the disadvantaged student. Rather, it seeks to help the better students. A number of students in the program have quite wealthy parents (large ranch owners, small business concerns owners, etc.).

VI. PROGRAM CHARACTERISTICS

A. Recruitment: The program uses recommendations from other students, teachers, school officials, and parents, plus a rugged screening process, to recruit members. The program is also explained in each classroom, and advertising is carried out with use of the school public media and a donated billboard.

B. Student Eligibility Requirements: Students must be either juniors or seniors and must be working. Also, unofficial requirements are a C or better grade point average.

C. Job-related Curriculum: The students receive instruction in job interview techniques, resume writing, cash register operations, economics, management, and advertising layout.

D. Counseling: All counseling is handled on an informal basis. The program coordinator deals with job-related problems. The school counseling staff handles other problems.

E. Placement: Approximately 20 percent of the students were reported to have had help from the program in finding their job slots in the program. The rest were required to find employment on their own as a prerequisite for entrance into the program. The Distributive Education Program does not have any placement program for its graduates.

F. Followup: No followup activities are conducted by this program.

VII. WORK ENVIRONMENT

A. Types of Jobs: The only type of job available to students is that of sales clerk in various retail establishments.

B. Training Procedures: Employers generally have their own, usually informal on-the-job training procedures for students.

C. Employers: The employers interviewed in the program included a dry cleaner business, a department store, a motel and a restaurant. In terms of the goals of the program, these employers felt that the program gives the student a better insight into the operation of retail business and a general orientation to the world of work (e.g., an employer's expectation regarding employees, employee responsibilities, etc). In addition to providing job slots for training, employers have provided equipment for the program.

D. Salaries and Other Benefits: The normal starting salary for most positions was $1.60 per hour.

VIII. SUCCESS AND/OR UNUSUAL FEATURES

The Distributive Education Program has no unusual features. Its success lies in its ability to make the students confront, and learn to cope with, the real world of work.

IX. PROBLEMS AND/OR SUGGESTIONS FOR IMPROVEMENTS

East High School, located across town, has its own distributive education program. There are two coordinators there, and they are currently in direct competition with the school's efforts to place students. As of now, the two programs are not effectively working together.

There are still racial problems on the campus of Central High School. However, since there are virtually no minorities in the Distributive Education Program, it does not appear to involve this program.

X. OBSERVER IMPRESSIONS

The program in Cheyenne appeared successful in its service to already motivated students, who for the most part were interested mainly in the credits they received toward their diplomas.

APPENDIX A

EXCERPT FROM
SELECTION PROCEDURES REPORT

The study, An Assessment of School-Supervised Work Education Programs, which SDC has undertaken for the U. S. Office of Education, is an exploratory project. It is designed to (1) develop a set of case studies which will document the growth, training strategies, and significant characteristics of 50 different work education programs; (2) look for commonalities among the more successful of the 50 programs that can lead to recommendations pertaining to the structure of future work education programs; (3) collect data on student participation in the 50 programs, and on nonparticipating students at the same schools, which can be used to link desirable program outputs to student characteristics and goals; and (4) lay the groundwork for a followup study. The followup study, tentatively scheduled by the Office of Planning, Budgeting and Evaluation for FY 1974 under a separate contract, would compare the student data gathered during this study with followup information obtained a year later by reinterviewing the same students to determine what changes have occurred in their earnings, their academic and vocational careers, and their personal expectations.

To initiate this study SDC has had first to identify a large set of successful and/or innovative* work education programs. It did this by conducting a search of the literature and requesting program nominations in each state from the Chief State School Official, the Director of Secondary Vocational Education, the Director of Community Colleges, the Education Director of the State Chamber of Commerce, the President and Executive Secretary of the Advisory Committee for Vocational Education, Superintendents of Education in the Great Cities, and consultants of national repute. More than 1,000 programs were thus nominated as being representative of the better work education programs currently underway.

The director of each nominated program was sent a letter describing the study and was asked to complete a questionnaire to provide information which could be used as a basis for selecting the 50 programs to be studied intensively. Over 600 questionnaires were returned, and a synthesized version of the entire data base will be printed in a USOE sponsored publication, scheduled for distribution later this year, entitled Directory of Self-Described Work Education Programs.

Data from the complete set of responding programs were input to a computer for editing and analysis. After extensive manipulations, six factors were isolated for incorporation into the program selection process:

- Factor A - Educational level

    Secondary
    Postsecondary
    Other (junior high, combined secondary-postsecondary, Job Corps)

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*Later in the study selection criteria was changed from "successful/innovative" to "representative of better program efforts of various types."

- Factor B - Primary purpose

  Training in specific occupational area
  Career exploration
  Dropout prevention
  Other

- Factor C - Industrial setting of community in which program operates

  Farming region
  Bedroom community
  Single industry (except farming)
  Major industrial/business center

- Factor D - Active labor union participation in program

  Yes
  No

- Factor E - Especially significant for some particular reason (mandatory inclusion)

- Factor F - Geographic location of program

  10 USOE regions

Each of the responding programs was fitted into a matrix whose dimensions were factors A, B, and C. This matrix is presented in Tables Ia, Ib, Ic, and Id. Each of these tables shows the 12 possible combinations of categories of Factors A and B for one of the four categories of Factor C (industrial setting). In the upper left hand corner of each cell is the total number of cases in the entire data base which possess that particular combination of characteristics on the three factors which constitute the matrix. In the lower right hand corner is the number of cases in that cell of the matrix which were selected for the sample of 50 sites to be subject to intensive study. (It will be noted that the total number of cases included in the matrix is 495. This represents the number of questionnaires returned as of December 6, 1972. Questionnaires received after this date through January 2, 1973, have been added to the data base and will be included in any future analyses.) This matrix served as the basic sampling frame for selection of the 50 sites. As seen in tables Ia through Id, there were 33 nonempty cells in the matrix. Thus, to insure the widest possible range of sites in terms of the basic factors, the first rule of the sampling procedure was to choose at least one program from each cell. Next an additional program was selected from each of the 14 cells that contained at least 11 cases. Finally, one program

TABLE Ia
FACTOR C: FARMING REGION

FACTOR A / FACTOR B	SECONDARY	POST-SECONDARY	OTHER	TOTAL
Training in specific occupation	40 3	31 2	2 1	73 6
Career exploration	15 2	1 1	1 1	17 4
Dropout prevention	15 2	0	0	15 2
Other	0	1 1	0	1 1
TOTAL	70 7	33 4	3 2	106 13

TABLE Ib
FACTOR C: BEDROOM COMMUNITY

FACTOR A / FACTOR B	SECONDARY	POST-SECONDARY	OTHER	TOTAL
Training in specific occupation	36 2	13 2	1 1	50 5
Career exploration	13 2	1	2 1	16 3
Dropout prevention	14 2	1 1	0	15 3
Other	0	0	0	0
TOTAL	63 6	15 3	3 2	81 11

TABLE Ic
FACTOR C: SINGLE INDUSTRY

FACTOR A / FACTOR B	SECONDARY	POST-SECONDARY	OTHER	TOTAL
Training in specific occupation	29 2	11 2	2 1	42 5
Career exploration	8 1	0	0	8 1
Dropout prevention	7 1	3 1	1 1	11 3
Other	1 1	0	0	1 1
TOTAL	45 5	14 3	3 2	62 10

TABLE Id
FACTOR C: MAJOR INDUSTRIAL/BUSINESS CENTER

FACTOR A / FACTOR B	SECONDARY	POST-SECONDARY	OTHER	TOTAL
Training in specific occupation	97 4	48 2	5 2	150 8
Career exploration	35 2	5 1	0	40 3
Dropout prevention	46 2	2 1	6 1	54 4
Other	0	0	1 1	1 1
TOTAL	178 8	55 4	12 4	245 16

was selected from the single cell that contained more than twice as many programs as any other cell in the matrix. This basic allocation procedure determined 48 of the 50 needed program choices. One of the two remaining choices was used to allow two mandatory programs to be selected from a cell with fewer than 11 cases; and the other choice was reserved for correcting any potential geographical imbalances in the final sample by allocating that choice to the OE region with the lowest representation. The programs were randomly selected from the total set in each cell in all but the following two situations:

1) If the cell contained programs which featured active union participation (Factor D), the first draw from that cell was limited to programs incorporating this feature. This provision was necessary because of the small number of programs in the total data base which had active union participation. The original project plan called for 25 of the 50 sites to include programs with active union participation. However, analysis of the entire data base showed that only 28 of the 495 programs incorporated this feature. Thus, if left to chance, it would be expected that only 2 or 3 union programs would be selected. By forcing their selection with the above-mentioned procedure, a total of 12 sites with active union participation were included in the final sample, and the project plan, with regard to the number of union sites, was revised downwards accordingly.

2) If a cell contained a program deemed especially significant by the project staff or the USOE representative, that program was automatically selected as the first draw from that cell. Only 6 programs in the entire data base (about 1%) fell into the Factor E category and were mandated for inclusion in the study.

When 50 programs were selected by these procedures, Factor F, geographic dispersion, was considered. The proportion of programs from each USOE region in the 50 program sample was compared to the corresponding proportion of programs from each region in the total data base. It was decided that adjustments would be made only in situations where there was at least a 50% difference between the sample and population proportions in a given region. One region was found to be overrepresented, and one region to be underrepresented, to this extent. An adjustment was made by randomly eliminating one program from the overrepresented region (from a state that was also overrepresented) and replacing it with a program randomly selected from the underrepresented region.

By following the sampling strategy described above, a wide dispersion has been achieved on the six factors which entered into the selection process. Later checks have shown that the sample is also balanced with regard to occupational areas, with each of the seven OE occupational classifications (agriculture, distributive education, health, occupationanal home economics, technical, trade and industrial) being adequately represented. Since drawing the sample, the amount of occupational area dispersion has been further increased by selecting specific occupational segments on which the study team will concentrate from the diversified programs incorporating large numbers of students. Thus, at the New Jersey Residential Manpower Center in Edison, New Jersey, which provides a number of different occupational offerings, only the carpentry and resiliant floor covering segments of the program will be examined in detail; and in the Cooperative Vocational Education Program in Hilo, Hawaii, only the office education segment will be examined in detail. In sites with smaller numbers of students such as the Rural Student Vocational Program in Nome, Alaska, the entire cross section of occupational areas encompassed by the program will be included, since the program includes only 35 students and these are spread among more than 10 different occupational areas.

APPENDIX B

STUDENT SAMPLING PROCEDURES

STUDENT SAMPLING PROCEDURES

Within each site, participating students will be selected by randomly sampling intact classes of students participating in the program. Using intact classes, we will attempt to average 25 participating students per site. The decision rules to be followed will be:

- If the first class selected at random has between 15 and 35 students in it, the entire class membership will be included in the sample.

- If the first class has more than 35 students in it, 25 students will be randomly selected from the class for inclusion in the sample.

- If the first class has less than 15 students enrolled in the program, a second class will be chosen. If the total of the two classes is 35 or less, both classes will be included in total. If the total of the two classes is more than 35 students, the entire first class will be included; and sufficient students from the second class will be selected randomly to bring the total of students to 25.

- In cases where work education students aren't members of composite classes, 25 students will randomly be selected from the total list of participating students.

An average of 25 nonparticipating students per site will be selected in essentially the same manner, using the same decision rules listed above, with the eligible classes being chosen according to the following guidelines:

- If the participating classes are in the Vocational Education Department, or its equivalent at the school, the list of nonparticipating classes will include vocational education classes at the same school which operate at approximately the same skill level and in the same occupational area. If all of these requirements cannot be met, classes meeting two of the above prerequisites (vocational, same skill level, same occupational area) will be selected. If none of these classes exist either, then classes meeting at least one prerequisite will be included.

- If the work education students aren't members of composite classes, the nonparticipating students will be randomly selected from a list of students with part-time or full-time jobs, the same maturational and background characteristics, and taking the same or similar types of courses. This list will be compiled by the site coordinators and will contain the same number of names as did the list from which the participating students were selected.

APPENDIX C

JOB RESPONSIBILITY ITEMS FROM STUDENT QUESTIONNAIRE

JOB SATISFACTION ITEMS FROM STUDENT QUESTIONNAIRE

JOB RESPONSIBILITY ITEMS FROM STUDENT QUESTIONNAIRE

	Yes	No	Don't Know
Are there adults who do the same work as you do?	( )	( )	( )
Do you sometimes take over a job for an adult who isn't there?	( )	( )	( )
Do you decide how things are done on your job?	( )	( )	( )
Are you doing a tougher job now than when you were first hired?	( )	( )	( )
Was your job difficult to learn?	( )	( )	( )
Do you have to assume new responsibilities before you are ready?	( )	( )	( )
Can you do your job without thinking?	( )	( )	( )
Do you learn something new most days on your job?	( )	( )	( )
Does your job get you interested enough in things to try to learn about them after work?	( )	( )	( )
Do they have to find a replacement for you when you are absent?	( )	( )	( )
Have you had many different assignments on this job?	( )	( )	( )

JOB SATISFACTION ITEMS FROM STUDENT QUESTIONNAIRE

	Yes	No	Don't Know
Does your boss often ask your opinion?	( )	( )	( )
Does your boss know his job?	( )	( )	( )
Do people get very angry at you when you make a mistake?	( )	( )	( )
Does your boss tell you when you do a good job?	( )	( )	( )
Are the adults bossy where you work?	( )	( )	( )
Do you get clear instructions when you need them?	( )	( )	( )
Do you do things off the job with the people you work with?	( )	( )	( )
Do you ever talk to anyone on the job about your beliefs?	( )	( )	( )
Would you do this job as a volunteer?	( )	( )	( )
Are you working with people you don't like?	( )	( )	( )
Do you get paid less than adults who do the same job?	( )	( )	( )
Are you free to talk and joke around with the people at work?	( )	( )	( )
Do you have any say in what hours you work?	( )	( )	( )
Would you like to quit your job?	( )	( )	( )
Do you often wish you didn't have to go to work?	( )	( )	( )
Do you think your boss would promote you if he could?	( )	( )	( )